SURVEY OF IMPLEMENTATION OF CURRICULUM-2013 IN CHEMISTRY TEACHING-LEARNING IN SLEMAN REGENCY SENIOR HIGH SCHOOLS

A THESIS

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States that this research is the result of my work and according to my knowledge, my research does not contain any data that has been published by another person or another institutions or has been used or accepted as a requirement studies at university, except for the parts that have been stated in the text.

The signatures of examiners stated in the ratification are authentic. If the signatures are not authentic, I am ready to receive graduated sanctions to the next period.

Yogyakarta, September 2015

The person who states,

Nira Listyawati
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MOTTOS

“Never put off till tomorrow what you can do today”

DEDICATIONS

I sincerely dedicate this thesis to:

- My father Pairan and my mother Dalin Listyawati, who have guided, inspired, motivated, and gave me everything. Thanks for giving me knowledge rather than anything.
- My Brothers Alief Facthurrohman and Alief Facthurrohim, for being the good brothers to me.
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I realize that this writing is still far for being perfect. Therefore, all criticism and suggestion will be appreciated. However, I hope this writing will give contributions to the field of study, especially to the Chemistry teaching and learning.

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Writer

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SURVEY OF IMPLEMENTATION OF CURRICULUM-2013 IN CHEMISTRY TEACHING-LEARNING IN SLEMAN REGENCY SENIOR HIGH SCHOOLS

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ABSTRACT

The aims of the research were: (1) To know the degree of implementation of Curriculum-2013 in chemistry teaching-learning in Sleman Regency senior high schools in the aspect of (a) socialization of Curriculum 2013, (b) preparation of lesson plan, (c) teaching-learning process, and (d) evaluation. (2) To know the correlation between the socialization of Curriculum-2013 and (a) the preparation of the lesson plan, (b) teaching-learning process, and (c) the evaluation. (3) To identify the teacher's problems in the implementation of Curriculum-2013 in chemistry teaching-learning process.

This research was a quantitative descriptive research. The population was the High School chemistry teachers in Sleman regency and the sample was 31 teachers chosen by using random sampling technique. The data were obtained by questionnaire and interview. The data analysis was a quantitative descriptive technique using percentage analysis and product moment correlation analysis between socialization of Curriculum-2013 and preparation of lesson plan, teaching-learning process, and evaluation.

The results of this research showed that the degree of implementation of Curriculum-2013 in chemistry teaching-learning of senior high schools in Sleman regency in term of socialization of Curriculum-2013 was categorized as medium (64.19%), preparation of lesson plan was high (66.16%), teaching-learning process was high (73.72%), and evaluation was medium (63.58%). By using correlation product moment formula, there was significant correlation between socialization of Curriculum-2013 and preparation of lesson plan, learning process, as well as evaluation. Some constrains faced by chemistry teachers dealing with implementation of Curriculum-2013.These constraints were: form of lesson plan were unclear, socialization period was too short, many attachments should be included in the lesson plan, allocation time was too short, too many aspects exist in the assessment, and the number of students was plenty.

Keywords: Curriculum-2013, socialization, lesson plan, teaching-learning process, evaluation.

SURVEY KETERLAKSANAAN KURIKULUM 2013 PADA PEMBELAJARAN KIMIA DI SMA WILAYAH KABUPATEN SLEMAN

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ABSTRAK

Tujuan penelitian ini adalah: (1) untuk mengetahui tingkat keterlaksanaan Kurikulum 2013 pada pembelajaran kimia di SMA/ MA Kabupaten Sleman dalam aspek (a) sosialisasi Kurikulum 2013, (b) pembuatan RPP, (c) pelaksanaan pembelajaran, dan evaluasi. (2) untuk mengetahui adanya hubungan antara sosialisasi Kurikulum 2013 dan (a) pembuatan RPP, (b) pelaksanaan pembelajaran, dan (c) evaluasi. (3) untuk mengetahui kendala yang dihadapi guru dalam implementasi Kurikulum 2013 pada proses pembelajaran kimia.

Penelitian ini merupakan penelitian deskriptif kuantitatif yang populasinya adalah seluruh guru kimia SMA di Kabupaten Sleman, dan sampelnya sebanyak 31 guru yang diambil dengan teknik *random sampling.* Data dalam penelitian ini diambil melalui kuesioner. Teknik analisis data yang digunakan adalah analisis deskriptif kuantitatif dengan teknik rata-rata persentase dan korelasi *product moment* antara sosialisasi Kurikulum 2013 terhadap pembuatan RPP, pelaksanaan pembelajaran, dan evaluasi pembelajaran.

Hasil penelitian menunjukkan bahwa tingkat keterlaksanaan Kurikulum 2013 pada pembelajaran kimia di SMA wilayah kabupaten Sleman ditinjau dari aspek sosialisasi Kurikulum 2013 adalah sedang (64.19%), pembuatan RPP tinggi (66.16%), pelaksanaan tinggi (73.72%), dan evaluasi sedang (63.58%). Berdasarkan korelasi *product moment,* diketahui bahwa terdapat hubungan yang bermakna antara sosialisasi Kurikulum 2013 terhadap pembuatan RPP, pelaksanaan pembelajaran maupun evaluasi. Terdapat beberapa kendala yang dihadapi guru dalam pelaksanaan Kurikulum 2013. Kendala-kendala tersebut adalah: format RPP yang kurang jelas, waktu sosialisasi terlalu singkat dan dipaksakan, terlalu banyak lampiran harus disertakan pada RPP, alokasi waktu pembelajaran terlalu sedikit, dan terlalu banyak aspek penilaian harus dilaksanakan dengan jumlah peserta didik yang banyak.

Kata kunci: Kurikulum 2013, sosialisasi , RPP, pembelajaran, evaluasi

CHAPTER 1
INTRODUCTION

A. Background

The concentration of government for education after reformation era in 1998 is higher than before. It can be shown by some governmental policy in effect The Act of National System of Education 20/2003, put into effect in National final examination, teacher's certification, and curriculum renewal. A governmental policy which gets a lot of attention from education official and society is in renewable curriculum.

In Indonesian education history, there were some renewable curriculums in 1960, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. The Curriculum-2013 completes the *Kurikulum Tingkat Satuan Pendidikan (KTSP)* which was to be Curriculum-2006.

Curriculum-2013 brings many changes of paradigms of teaching-learning process towards improving the quality of education. The implementation of Curriculum-2013 in academic year 2013/2014 was applied in some schools as schools experiment. The implementation of Curriculum-2013 in Sleman regency has been carried out in limited or small scope and step by step not for all senior high schools (SMA/MA) at Sleman regency, but applied for grade X (ten) at 8 schools that designated to be a school experiment. The schools are SMA N 1 Sleman, SMA N 1 Pakem, SMA N 1 Kalasan, SMA N 1 Prambanan, SMA N 2 Ngaglik, SMA N 1 Seyegan, SMA N 1 Godean, and SMA Debrito. (Pemkab. Sleman, 2013).

Renewable curriculum policy cannot guarantee the quality of learning, becoming good learning. To solve this, curriculum development must be planned, systematically and continuously (Oemar Hamalik, 2006: 92).

The curriculum is seen as the causes of the low of the education quality after the teacher. The problem cannot be seen as one or two problems, but this is about a lot of systemic characteristics (Sri Sumarni, 2003: 5). The effort to solve this education problem is not one object but all of component in education.

Teachers should have capacity to develop students who have different attitude, different capacity, and background knowledge. Curriculum development is based on: content, concept, skill, problem, and interest (Djemari Mardapi, 2001: 6).

Curriculum-2013 implementation in high school especially in chemistry lesson demands teachers to manage effective process of lesson. Teachers should have the roles as planners, implementers, and evaluators in learning activities.

Curriculum-2013 is different from *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Teacher did not make syllabus. The syllabus is made by government. Teachers only develop the syllabus to be lesson plan. So teachers must know about the Curriculum-2013 before they use it.

According to Faridah Alawiyah (2014) a number of obstacles encountered in the implementation of Curriculum-2013 are related to the budget, the government's readiness, the socialization, the teacher preparation, and the distribution of text-

books. The teacher readiness was actually influenced by socialization of Curriculum-2013 conducted by the government.

Socialization of Curriculum-2013 in Sleman regency was only held after the schools implement the curriculum, while socialization of Curriculum-2013 should be held since long days until the teacher to be ready to implement the Curriculum-2013. Socialization is important to equip teachers in implementing the chemistry learning process as expected in the Curriculum-2013 (Warsito, 2013).

Besides socialization of Curriculum-2013 and preparation of lesson plan, the keys of success of implementation of Curriculum-2013 are also including learning process and evaluation (Mulyasa, 2014: 18).

Chemistry learning process in Curriculum-2013 applies scientific approach, these are observing, questioning, trying, reasoning, and presenting that should exist in every meeting. But not all chemistry subject matter can be applied in those aspects for instance in teaching the dangerous chemicals.

In Curriculum-2013, the principles and procedures in chemistry learning based on character and competence should be referenced and understood by teachers to conduct the thematic approach of learning. However, Meta (2013) said that thematic approach learning was not conducted successfully due to the lacks of teachers understanding in the preparation, implementation, and evaluation of thematic approach.

Curriculum-2013 is using the principles of authentic assessment, which is a comprehensive assessment conducted to assess the input, process, and output of

learning and the attitudes, knowledge, and skills of the students (Mendikbud, 2014: 43-44). Authentic assessment requires many instruments to be able to prove whether the assessments perform the actual condition of student. Every class in Sleman regency consists of 32 students. The number of students in chemistry class is too many for each class.

Curriculum-2013 gives many changes in the teaching and learning process. It has many constraints in the process of implementation. It is important to have a survey to know the degree of implementation, the correlation, and the constraints faced by chemistry teaching-learning based on Curriculum-2013 in Sleman regency senior high schools based on the aspect of socialization, preparation of lesson plan, learning process, and evaluation.

B. Identification of problems

Various problems that arise regarding the implementation of Curriculum-2013 are as follows. (1) Implementation of Curriculum-2013 was not conducted simultaneously. (2) The constraints in implementation of Curriculum-2013 are related to the budget, the government's readiness to prepare the curriculum, teacher preparation, socialization, and distribution of the relevant text-books. (3) Socialization of Curriculum-2013 in Sleman regency was only held after the schools implement the curriculum. (4) In preparation of lesson plan, teachers have to adjust the lesson plan from the government syllabus; many teachers don’t prepare the lesson plan, have difficulties in preparing lesson plan, and many of them don’t attend the

socialization of curriculum. (5) In learning process, Curriculum-2013 has problems such as not all chemistry subject matter can be applied scientific approach; thematic approach in learning was not conducted successfully due to the lacks of teachers in understanding the preparation, implementation, and evaluation of thematic approach. (6) In evaluation of chemistry learning based on Curriculum-2013, the evaluation is intense in all of cognitive, attitudes, and skills that are slightly different from Unit Level of Education Curriculum which only emphasizes on the cognitive aspects, then, authentic assessment requires a lot of instruments to be implemented. (7) Socialization of Curriculum-2013 may affect the preparation of lesson plan, chemistry learning process, and evaluation of chemistry learning.

C. **Scope of problems**

Many problems which arise related to the implementation of Curriculum-2013, and thus, there should be restricted on the problem as follows.

1. The survey focuses on the degrees of implementation of Curriculum-2013 in chemistry teaching-learning in senior high school (SMA/MA) at Sleman regency, especially for the socialization of Curriculum-2013, preparation of lesson plan, chemistry teaching-learning process, and evaluation of chemistry teaching-learning.
2. The survey tries to identify the correlation between socialization of Curriculum-2013 and preparation of lesson plan, chemistry learning process, and evaluation of chemistry teaching-learning.

3. The survey summarizes the teacher's problem in socialization of Curriculum-2013, preparation of lesson plan, chemistry learning process, and evaluation of chemistry teaching-learning.

D. Formulation of the Problems

The problems may be formulated as follows.

1. How is the degree of implementation of Curriculum-2013 in chemistry learning for the teachers in Sleman regency high schools in terms of (a) socialization of Curriculum-2013, (b) preparation of lesson plan, (c) chemistry learning process, and (d) evaluation of chemistry learning?
2. Is there any correlation between socialization of Curriculum-2013 and (a) preparation of the lesson plan, (b) chemistry learning process, and (c) evaluation of chemistry learning?
3. What are the constraints faced by teachers dealing with the implementation of Curriculum-2013 in chemistry learning?

E. Research Purposes

The purposes of this research might be stated as followings.

1. To know the degree of implementation of Curriculum-2013 in chemistry learning for the teachers in Sleman regency in terms of (a) socialization of Curriculum-2013, (b) preparation of lesson plan, (c) chemistry learning process, and (d) evaluation of chemistry learning.

2. To know the correlation between socialization of Curriculum-2013 and (a) preparation of lesson plan, (b) chemistry learning process, and (c) evaluation of chemistry learning.
3. To identify the constraints faced by the teachers in dealing with the implementation of Curriculum-2013 in chemistry learning.

F. Research Usage

This research is expected to benefit both practical and theoretical meanings, which are as follows.

1. Practically, it provides input to the relevant parties about the implementation of Curriculum-2013 in chemistry learning by teachers in Sleman regency senior high schools.
2. Theoretically, it contributes to deepen the study of Curriculum-2013 especially in chemistry education.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Description

1. Survey

Surveys are usually used to collect information by observation and examination to a subject. Survey or self-administrated survey is a method to collect primary data of individual respondent by giving question (Sutiyono, 2013: 6). Widodo (2008: 43) said that survey can solve problems from actual large-scale issue in a very large population. It uses large sample but a simpler variable measurements and simpler instruments.

A survey research makes an accurate estimation of the entire population characteristics by examining the sample. Survey research examines both large and small populations by selecting and reviewing selected sample of the population to find the incidence, distribution, and relative interrelation of variables (Kerlinger, 2004: 660).

A research to collect the data from sample to interpret all the population is called survey. Questioners are used in survey in order to collect information of respondent. The researches that take a sample from population and use questioners to collect data are called survey research (Masri Singaribuan and Sofian Effendi, 1989: 3). Privitera (2014: 226) said that a survey is a series of question or statements, called items, used in questionnaire to measure the self report or responses of respondent.

Asmadi Alsa (2004: 20) argues survey design as a procedure in which researchers carry out a survey or questionnaire to describe the attitudes, opinions, behaviors, or characteristics of respondents. From the results of the survey, researchers make claims about trends in the population.

Soehartono (2000: 54) classifies survey research into two types, namely descriptive and quantitative surveys. Descriptive survey deals with situations that require specific data collection techniques such as interview, questionnaire, or observation. The statistical techniques used are central tendency, dispersion, and correlation. Quantitative survey aims to make conclusion and interpretation of the hypothesis from an inferential statistics.

The conclusion is that survey is one of the research methods that generally examine a large population in using sample. It aims to make description, generalization, or prediction about the opinions, attitudes, and characteristics that exist in the population.

2. Curriculum

The curriculum can be interpreted in three different contexts, namely the curriculum as a number of subjects, the curriculum as a learning experience, and the curriculum as a learning program planners (Winna Sanjaya , 2006: 2). The definition of the curriculum is not more than a lesson plan of a school that includes lessons that should be taken by students in a school. Therefore, it results the impression of the

students that are not just studying. Chemistry subject in senior high school is a next step of natural sciences in junior high school that emphasize on natural phenomena and measurement.

Indonesian government through Act No. 20 year 2003 on National Education System states that curriculum is a set of plans and settings of objectives, contents and teaching materials, as well as the methods used to guide the organization of learning activities to achieve specific educational goals. Curriculum can also be interpreted as a lesson plan. Curriculum is an educational program provided to teach students. With that program, students do the learning activities, resulting in the change and development of student's behavior as the purpose of education and learning (Oemar Hamalik, 1994: 17).

Curriculum is the aspects that affect the success of national education. Curriculum is one of components that have the strategic role in system of education. Curriculum is a system of learning program to achieve the instructional purposes in educational institute, so curriculum holds the important role to create the quality of school (Rusman, 2008: 1). It can be concluded that the curriculum is all activities undertaken by the learners both inside and outside of the school, as long as these activities are under the responsibility of teachers (school). The activity is not limited to intra and extra-curricular.

3. Curriculum-2013

Law No. 20 year 2003 on the National Education System states that the purpose of national education is to develop the student potential to be a person who faith and fear to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and becoming democratic and responsible citizen. That goal should be realized through the provision of education based on the curriculum.

The purpose of Curriculum-2013 is to prepare the Indonesian society in order to have ability of life as an individual and devout citizen, productive, creative, innovative, affective, and able to contribute in the life of society, nation, country, and the world civilization (Permendikbud, 2013: 7).

Curriculum-2013 development is the next step of competency-based curriculum that has been initiated in 2004 and Unit Level of Education Curriculum in 2006, which includes the competence of attitude, knowledge, and skills in an integrated manner (Mulyasa, 2014: 64).

Based on Kemendikbud (2013: 6-10) Curriculum-2013 was develop according to the following factors.

a. Internal challenges

Internal challenges are associated with the state of education and educational demand in which refer to the eight (8) National Education Standards. These include content standard, process standard, competency standard, the standard of teachers and education personnel, facilities and infrastructure standard, management standard, financing standards, and standard of educational assessment.

Other internal challenge is associated with the development of productive population growth of Indonesia's population. Currently, the Indonesian population of productive age (15-64 years) is more than the unproductive age (children aged 0-14 years and older people aged 65 years and above). The number of productive age population will reach its peak in 2020-2035 when the figure reached 70%. Therefore the major challenge is how to empower the productive age into human resources who have the competence and skills through education.

b. External challenges

Indonesia's participation on the Trends in International Mathematics and Science Study (TIMMS) and the Programme for International Student Assessment (PISA) since 1999 showed that the achievement of children in Indonesia are not encouraging from a few time report released by TIMSS and PISA. This is due to the test materials in TIMSS and PISA which are not included in Indonesian curriculum.

Thus, external challenges include globalization (e.g. WTO, ASEAN Community, APEC, CAFT), environmental issues such as information technology advances, the convergence of science and technology, knowledge-based economy (the rise of creative and cultural industries), a shift in global economic power, the influence of induced techno sciences quality, investment, and transformation in the education sector, and the subject matters of TIMSS and PISA which became an international standard of advanced education.

The other external challenges are future competencies including: good communication, thinking clearly and critically, considering moral aspects of a

problem, becoming a responsible citizens, understanding and tolerating to different views, living in a globalized society, interest in life, readiness to work, talent and interest, and sense of responsibility towards the environment. Besides that, there are public perceptions that focused on cognitive aspects, heavy task, and less charged character. Thus challenges become consideration in determining the future direction of education through Curriculum-2013 to develop the good human resources.

c. Completion of mindset

In Curriculum-2013 there are improvements in curriculum mindset, namely: (1) Standard Competencies of Graduates are derived from requirements, (2) Content Standards are derived from the Standards Competency of Graduates, (3) Contributions to the formation of attitudes, skills, and knowledge are for all subjects (4) Subjects are derived from competences, and (5) Core competencies (per class) are bounded for all subjects.

Based on eight national standards of education, the changes of Curriculum-2013 are included graduate competence standard of teaching-learning process, content standard, and assessment standard. The element changed in Curriculum-2013 can be shown in Figure 1.

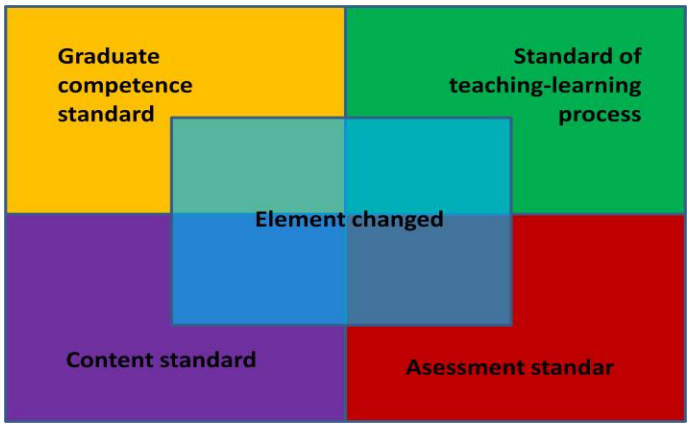

Figure1. The element changed in Curriculum-2013

(Source: Explanation of Ministry of education and culture in press workshop)

1) Graduate competence standard

Graduate competence standard is criteria about the qualification of graduated student including attitude, knowledge, and skill. The graduate standard competence consists of the criteria of the students that can be archived after finishing the period of learning in the basic and advanced educational level (Permendikbud, 2013: 1-2).

2) Content standard

It is required a content standard to achieve graduate competence standard. Content standard is developed to determine the criteria of scope and competency that is appropriate with the graduate competency (Permendikbud, 2013: 1).

The standard competency includes attitude, knowledge, and skill domains. Attitude domain is divided into spiritual attitude and social attitude. The purpose of the division of attitude is to stress the important function as a human that includes spiritual aspect and social aspect. Therefore, the standard competency consists of four

dimensions; they are spiritual attitude, social attitude, knowledge, and skill (Permendikbud, 2013: 2).

3) Standard of teaching-learning process

Process standard is a criterion of implementation of teaching-learning in any level of education to achieve graduate competence standard (Permendikbud, 2013: 1). Based on Permendikbud (2013: 1-2) the principles of teaching-learning are as follows.

a) Student looks for knowledge.

b) Learning is based on learning resource.

c) The approach is based on process.

d) Learning is based on competency.

e) The balanced between hard skills and soft skills must be increased.

f) The principal of teaching-learning process is student as long life learner.

g) The teaching-learning process applies values by giving example (*ing ngarso sung tuladha)*, building progress (*ing madyo mangunkarso*), and giving support (*tut wuri handayani*).

h) The principle of teaching-learning applies everyone to be teacher and everyone to be student, and wherever to be a class.

i) Technology of information and communication are used to increase efficiently and effectively of teaching-learning.

The targets of teaching-learning are included the developing of attitude, knowledge, and skill domains that elaborate to every level of education (Permendikbud, 2013: 3).

The three domains have the different gain of activity. Attitude domain is gained by activity of accepting, operating, inspiring, and applying. Knowledge is gained by activity of remembering, understanding, applying, analyzing, evaluating, and creating. Skill is gained by activity of observing, asking, trying, and reasoning, presenting, and creating (Permendikbud, 2013: 3).

The scientific approach should be applied on discovery/inquiry learning to enrich the knowledge of students. Problem based learning is used to create the contextual work (Permendikbud, 2013: 3). Table1. Shows the attitude, skill, and knowledge domains that are gained by different activities.

Table1. The attitude, skill, and knowledge domains are gained by different activities. Source: Permendikbud number 65 about process standard

Attitude	**Skill**	**Knowledge**
Accepting	Observing	Remembering
Operating	Asking	Understanding
Inspiring	Trying	Applying
Applying	Reasoning	Analysis
-	Presenting	Creating
-	Creating	Evaluating

4) Assessment standard

Assessment standards are criteria about mechanism, procedure, and instrument of assessment (Permendikbud, 2013: 2). Permendikbud (2013: 1) argues that the purposes of assessment standard are as the followings.

a) Planning the assessment is based on competency that should be achieved.

b) Implementing the assessment is based on professional, open, educated, effective, and efficient time.

c) Reporting the result should be objective, responsible, and informative.

In Curriculum-2013, the authentic assessment is used to contribute the scientific method. Authentic assessment is defined as a concept that includes measurement of knowledge that is significant and meaningful, tends to focus on complex or contextualizes tasks, enabling students to demonstrate their competency (Lory Quiqley, 2012). So, authentic assessment has relevance with scientific method.

Assessment is authentic when the students are required to be effective performers with acquired knowledge. Students are presented a full array of tasks that reflect the priorities and challenges found in the best instructional activities: conducting research, writing, revising and discussing papers (Lori Quiqley, 2012). In other words, the authentic assessment is called performance assessment. The result authentic assessment can be used to prepare remedial and enrichment.

If each subject on Unit Level of Education Curriculum has its own Competency Standards of Graduates, then in Curriculum-2013 the Competency Standards of the Graduates for each subject is the same. The Competency Standards of Graduates in Curriculum-2013 are knowledge, skills and attitudes.

The other arrangement is that the formation of attitudes, skills and knowledge are the responsibility of all subjects. If the previous curriculum focused more character building on the Religious Education and Civics, then in Curriculum-2013 all subjects are responsible to them. This written policy in Curriculum-2013 has become the main point on all subjects and all levels of education to insert the characters in it.

If Unit Level of Education Curriculum-2006 formulated the competence from the subject matter, then it is vice versa in Curriculum-2013. This means that in Curriculum-2013 teachers are free to develop the teaching-learning materials as long as it refers to the competency to be achieved. Thus, it is good for teachers who are creative, innovative and insightful to develop the broadest and deepest teaching-learning materials being taught. If the teachers explain the materials only minimally, it will not give knowledge.

In Curriculum-2013, there is Core Competencies (KI) which is designed in line with the increasing age of students in a particular class. Through the Core Competence (KI), the vertical integration of various basic competences in different classes can be maintained. There are four KI, namely KI-1 for spiritual attitude, KI-2 for social attitude, KI-3 for knowledge, and KI-4 for skill.

d. Strengthening governance of curriculum

Implementation of curriculum has put curriculum as a list of subjects. Approaches of Curriculum-2013 for Vocational High School amended in accordance with the curriculum of the educational unit. Therefore, the strengthening governance in Curriculum-2013 are as follows: 1) Converting working procedures from individual teacher to be a collaborative working arrangement; 2) Strengthening school management through the principal as a leader of education; and 3) Strengthening infrastructure for the benefit of management and learning processes.

e. Reinforcement of material

Reinforcement of material is done by deepening and widening the relevant material for learners. The reinforced materials of Curriculum-2013 are as follows.

1) Curriculum-2013 develops a balance among spiritual and social attitudes such as curiosity, creativity, and cooperation with intellectual and psychomotor abilities.
2) School is a part of a community that provides a planned learning experience to the students, so that students can apply what is learned in the school to the community and benefit the community as a learning resource.
3) Curriculum-2013 develops attitudes, knowledge, and skills by applying them in various situations whether it is in the school or community.
4) Curriculum-2013 provides sufficient time to develop the attitudes, knowledge, and skills.
5) Competences in Curriculum-2013 are expressed in term of class "core competences" and specified in basic competences.
6) "Core competences" become organizing element of basic competences, by mean that all the basic competences and learning processes are developed to achieve the competency stated in core competences.
7) Basic competences are developed based on accumulative principle.

4. Chemistry Teaching-Learning

Learning is essentially the process of interaction between learners and the environment, resulting in a change towards better behavior. Chemistry learning can't

be separated from the notion of learning and the notion of chemistry itself (Mulyasa, 2006: 255).

Learning is a process of communication between educators and learners. In the scope of school, educators are teachers while learners are students. Learning activity by student is new behavior changes as a result of experience to the environment (Slamet, 2003: 2). Chemistry is the science that has impacted every aspect of lives. Chemistry is the study of composition and properties of matter, which is anything that has mass and occupies spaces. It employs the scientific method in which observation are used to collect empirical facts, or data, that can be summarized in scientific law. Chemistry is especially concerned with chemical reactions, which are transformation that alter chemical reactions, which are transformation that alter the chemical composition of subtance (Brady, et al, 2009: 2 - 5).

According to Keenan (1984: 2) chemistry deals with structure of matter and the changes experienced in the field of natural processes as well as in experiments. Through chemistry, we know the composition of substances and the use of chemicals, both natural and artificial, and know the important processes in living organisms, including our own bodies. Chemistry is considered to be a quite difficult for most students in high school (Kasmadi and Indraspuri, 2010: 574). The difficulty is related to the characteristics of chemistry itself as mentioned by Kean and Middle camp (1985: 5-9), most concepts in chemistry are largely abstract and need a media to concrete them. The concepts of chemistry that we learn now are simplification of the

actual concept. Chemistry developed rapidly, is not just to solve problems, and the burden of the learning material in chemistry is plenty.

According to Mulyasa (2006: 133-134), the subjects in high school chemistry aim to enable students to have the ability as follows.

a. Forming positive attitudes towards chemistry, and realizing regularity and beauty of nature, and exalting the greatness of God Almighty.
b. Building scientific attitude such as honest, objective, open minded, tenacious, critical, and cooperative.
c. Gaining experience in applying the scientific method through experiments, where students perform hypothesis testing by designing experiments through the installation of the instrument, retrieval, processing, interpretation of data, and present the results of experiments orally or in writing.
d. Increasing awareness of chemicals useful and harmful to the individual, society, and environment, and realizing the importance of managing and preserving the environment and the welfare of society.
e. Understanding the concepts, principles, laws, theories, and their interrelationships and application of chemistry to solve problems in everyday life and technology.

Chemistry learning is a process of interaction between students and their environment in order to achieve chemistry learning objectives. The quality of learning or achievement of learning objectives is influenced by several factors, for example, teaching and learning strategies, methods, approaches, and learning

resources in the form of text books, modules, worksheets, and media. The use of media in learning can reduce the limitations for teachers in conveying information and lesson duration at school. The media serves as a source of learning material and the source of practice. The quality of learning is also influenced by individual differences of students such as style, ability, learning rates, background, and so on.

5. Lesson Plan based on Curriculum-2013

Lesson Plan is a plan of face-to-face learning activity for one or more meetings. Lesson plan is developed from the syllabus to guide the learning activity of students and to achieve the Basic Competency (Permendikbud No. 65 year 2013). Lesson plan at least contains: (i) learning objectives, (ii) learning materials, (iii) learning methods, (iv) learning resources, and (v) assessment (Kemendikbud 2013: 113). In Permendikbud No. 81A year 2013 the components of lesson plan are embodied as in the format of Figure 1.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah :
Mata Pelajaran :
Kelas/ Semester :
MateriPokok :
AlokasiWaktu :

A. Kompetensi Inti (KI)
B. Kompetensi Dasar dan Indikator
   1. …… (KD pada KI-1)
   2. …… (KD pada KI-2)
   3. …… (KD pada KI-3)
   4. …… (KD pada KI-4)
C. Tujuan Pembelajaran
D. Materi Pembelajaran (rincian dari Materi Pokok)
E. Metode Pembelajaran (rincian dari Kegiatan Pembelajaran)
F. Media, Alat, dan Sumber Pembelajaran
   a. Media : ……..
   b. Alat : ……..
   c. Bahan Ajar : ……..

G. Langkah-Langkah Kegiatan Pembelajaran
   a. Pertemuan Kesatu (… JP)
      a. Pendahuluan (…menit)
      b. Kegiatan inti (…menit)
      c. Penutup (…menit)
   b. Pertemuan Kedua (… JP)
      a. Pendahuluan (…menit)
      b. Kegiatan inti (…menit)
      c. Penutup (…menit)
   c. Pertemuan Seterusnya

H. Penilaian
   1) Teknik Penilaian
   2) Bentuk Penilaian
   3) Instrumen Penilaian dan Pedoman Penskoran (dilampirkan)
   4) Tugas

Figure 2. Lesson Plan Format

6. Chemistry Teaching-learning process

Curriculum-2013 applies scientific approach to the learning process. Scientific approach is included as inquiry learning constructivism. The learning objectives of

scientific approach consist of attitude, knowledge, and skill which are elaborated for each educational unit. The scientific approach of attitude is gained from the activity of receiving, doing, respecting, appreciating, and practicing. Knowledge is gained through the activity of remembering, understanding, applying, analyzing, evaluating, and creating. Meanwhile, skill is gained through the activity of observing, asking, reasoning, serving, and creating (Permendikbud No. 65 year 2013).

In Permendikbud no. 81A year 2013, the learning process consists of five basic learning experiences, namely observing, asking, gathering information, associating, and communicating. If these components are connected with the scientific approach, the five learning experiences in Curriculum-2013 are the application of scientific approach.

There are several learning models in the process of chemistry learning based on Curriculum-2013 namely, (i) project-based learning model (PjBL), (ii) problem based learning model (PBL), and (iii) discovery learning model (Kemendikbud, 2013:40-45).

7. Evaluation

Assessment of chemistry learning is always preceded by measurement of chemistry learning outcomes. Measurement in chemistry learning is a way to gather information in the field of chemistry education that can be quantified or expressed in the form of numbers, called score. The scores are interpreted by certain way into a

value called assessment of chemistry learning outcomes. Assessment of chemistry learning outcomes can be used to make decisions in the field of chemistry.

Evaluation in chemistry learning is defined as a series of activities to acquire, analyze, and interpret data about learning chemistry processes and learning outcomes of students in a systematic and continuous way. This definition is already including measurement and assessment. It means that evaluation begins with measurement continued by assessment (Das Salirawati, 2005: 6).

Curriculum-2013 uses the principles of authentic assessment, a comprehensive assessment to assess the input, process, and output of learning process. It includes the realm of attitudes, knowledge, and skills. Authentic assessment assesses the readiness of students, the learning process and the results as a whole.

Authentic assessment is able to describe the learning outcome of students, in order to observe students, to question, to reason, to try and build a network. The authentic assessment result can be used by teachers to plan an improvement program (remedial), enrichment, or counselling. In addition, authentic assessment results can be used as a source to improve the national standard of learning process. (Kemendikbud, 2013: 43-44)

Assessments of student based on Curriculum-2013 are authentic assessment, self-assessment, portfolio, daily tests, middle of the semester test, the end of the semester test, competence exam, quality examination competency level, national exam, and school exam. Assessments in Curriculum-2013 include attitude, knowledge, and skill assessments.

B. Relevant Researches

There is no similar research with the theme of implementation of Curriculum-2013 in chemistry learning, but there are some researches with the theme of implementation of Unit Level of Education Curriculum (the predecessor of Curriculum-2013). These studies were conducted by Adip Nuryadi (2007), Didi Feriawan (2007), Sischa Ardian (2007), Rininta Budi Astuti (2007), Lilik Prihastuti (2008) and Dian Ajeng Lestari (2008).

Results of those researches were classified as high (77,41%) for Magelang regency, very high (83,58%) for Purbalingga regency, high (77,42%) for Kudus regency, high (78,10%) for Magelang city, high (78.04%) for Kulon Progo regency and very high (84,50%) for Gunung Kidul regency.

Those studies represent research that aim to determine the implementation of Unit Level of Education Curriculum that is relevant to this research. The similarity is on the sampling technique, research instrument, and data collection method associated with curriculum.

C. Framework of Thinking

Act No. 32 year 2004 concerning local government mandated local autonomy in various development sectors including education development. Autonomy in the education sector requires readiness of the managers and executive of education in the region in designing, implementing, and improving the various fields of education program.

This study was conducted based on the assumption that the study of Curriculum-2013 implementation in chemistry learning requires the role of the various parties. One of the parties is a teacher, because teacher is a component who has a duty and responsibility to operate the concept of the curriculum. Teacher gives the curriculum into actual activity through the learning process. It can be said that in Curriculum-2013 teachers have an important role and even tend to be more serious. Curriculum-2013 requires more professional chemistry teachers, has the power of creative thinking, innovative, and highly motivated to move forward.

This study focuses on the survey of degree of implementation of Curriculum-2013 in chemistry learning by the aspects of socialization of Curriculum-2013, the preparation of lesson plan, learning activity, and evaluation of chemistry learning. This study is also conducted to determine the constraints faced by high school chemistry teachers in Sleman regency dealing with the implementation of Curriculum-2013 in chemistry learning.

D. Research Hypothesis

Based on the background, literature review, and the framework of thinking, this research can have these hypotheses below.

1. There is significant relationship between socialization of Curriculum-2013 to the preparing of lesson plan based on Curriculum-2013.
2. There is significant relationship between socialization of Curriculum-2013 to the implementation of chemistry learning based on Curriculum-2013.

3. There is significant relationship between socialization of Curriculum-2013 to the evaluation of chemistry learning based on Curriculum in 2013.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a quantitative descriptive research using three variables. The first variable is the degree of implementation of Curriculum-2013 in chemistry teaching-learning by chemistry teachers in Sleman regency with four sub-variables: (1) socialization of Curriculum-2013, (2) preparation of lesson plan, (3) chemistry teaching-learning process (opening activity, core activity, and closing activity), and (4) evaluation of chemistry teaching-learning. The second variable is the correlation between socialization of Curriculum-2013 and the preparation of lesson plan, chemistry teaching-learning process, and the evaluation of chemistry teaching-learning. The third variable is constrains faced by teachers in implementing Curriculum-2013 in chemistry teaching-learning.

B. Time and Research Place

This research was done in 3 December 2014 until 16 January 2015. The place of this research is in senior high schools in Sleman Regency, Special Region of Yogyakarta.

C. Operational Definition of Variables

1. The degree of implementation of Curriculum-2013 in chemistry teaching-learning is the percentage of the belonging sub-variables faced by teachers.
   a. Socialization of Curriculum-2013 includes: socialization which conducted by schools or other relevant parties, teacher's understanding to the aspects of Curriculum-2013 changes, and teacher's understanding to all components that support chemistry teaching–learning based on Curriculum-2013.
   b. Preparation of lesson plan includes teacher's understanding and experience to the model, way to choose subject matter from the syllabus, learning resources, media, models, methods, scenarios, and the design of assessment.
   c. Chemistry teaching–learning process includes opening activity, core activity, and closing activity. Opening activity includes giving apperception, linking the subject matter, and telling the benefits, competences, and teaching–learning objectives. Core activity includes mastering the subject matter, giving creative teaching-learning, timeliness, asking question, answering question, facilitating learners, and giving assessment. Closing activity includes facilitating and guiding the students to summarize and reflect, giving test and portfolio assignment, providing direction, and telling the next teaching–learning plan.
   d. Evaluation of chemistry teaching–learning includes the performance of teachers to conduct the assessment to the competence of attitudes, knowledge, and skills with various types of test.

2. The correlation between socialization of Curriculum-2013 and the preparation of lesson plan, chemistry teaching–learning process and evaluation of chemistry teaching–learning is analyzed by product moment correlation by comparing the calculation and from the table.
3. The constraints to the implementation of Curriculum-2013 are teacher's experiences in participating the socialization of Curriculum-2013, the preparation of lesson plan, chemistry teaching-learning activities, and the evaluation of chemistry teaching–learning.

D. Population, Sample, and Sampling Technique

1. The Population of the Research

Population of this research was senior high school chemistry teachers in Sleman regency, Special Region of Yogyakarta as many as 50 senior high schools.

2. The Sample of the Research

The samples of this research were 31 teachers from 31 senior high schools in Sleman regency, Special Region of Yogyakarta.

3. The Technique of Sampling

The sample of this research was taken by random sampling technique in this methods, each item in the population has the same probability as selected of the sample as any other item (Westfall, 2009: 2). In this research, the sample was taken based on come to some schools.

E. Research Instrument and Data Collection Techniques

1. Research Instrument

This instrument was a questionnaire semantic differential scale. The research instrument was compiled and prepared by researcher adopting and modifying the instrument of monitoring and evaluation of Curriculum-2013 by the Ministry of Education and from research of Didi Feriawan (2007), Sischa Ardian (2007), Adip Nuryadi (2007), Rininta Budi Astuti (2007), and Dian Ajeng Lestari (2008).

Complete and main matters are shown in the Appendix 1. The questionnaire is formed in semantic different scale with 5 (five) alternative answers as much as 70 points. There are 12 (twelve) statement points of socialization of Curriculum-2013, 18 (eighteen) points of preparation of lesson plan, 31 (thirty one) points of chemistry teaching - learning activity, and 9 (nine) points of chemistry teaching–learning evaluation as shown in the Table 2.

Preparation of the questionnaire was started by preparing main the matter instrument, continued by preparing the statement items, and finished by consulting with the supervisor for instrument validation. The kind of instrument validation was theoretical validation using content validity.

Table 2. Distribution of Semantic Differences Scale for Each Aspect of Curriculum-2013 Implementation

No	Aspect	Point Number	The Number of Point
1	Socialization of Curriculum-2013	1 -12	12
2	Preparation of lesson plan	13 – 30	18
3	Chemistry teaching–learning process	31 – 61	30
4	Evaluation of chemistry teaching–learning process	62 -70	8
Total			70

2. Data Collection Technique

Collection data in this research was done by using non-test technique. The technique was conducted by asking teachers to fill up the questionnaire of implementation of Curriculum-2013 in chemistry teaching–learning as experienced by the teachers and interviewing particular samples to confirm some inappropriate data.

3. Data Analysis Techniques

The data analysis was done by using quantitative and descriptive analysis of the questionnaire results. Quantitative analysis was used to calculate the average of percentage and product moment correlation, while descriptive analysis was used to describe the constraints faced by teachers in implementing Curriculum-2013 in chemistry teaching–learning.

a. Average of percentage of socialization of Curriculum-2013, preparation of lesson plan, chemistry teaching–learning process, and evaluation of chemistry teaching–learning based on Curriculum-2013

The following procedures are satisfied.

1. Calculating total score of each teacher in every aspect.
2. Calculating the score percentage of each teacher in every aspect obtained from the step (1) as follow:

$$Score\ Precentage = \frac{Total\ score\ of\ each\ aspect}{The\ number\ of\ maximum\ score\ each\ aspect}\ x\ 100\% \text{ ..(1)}$$

3. Calculating the average of percentage of all teachers in every aspect of the way:

$$Mean\ Precentage = \frac{Total\ score\ precentage}{The\ number\ of\ sample} \dots\dots\dots\dots\dots\dots (2)$$

4. Converting the score percentage into degree of implementation of Curriculum-2013 in chemistry teaching–learning in Sleman regency senior high schools for every aspect using the conversion guidelines adopted from academic regulations of IKIP Yogyakarta 1997 as in Table 3.

Table 3. Percentage Score Conversion Guidelines

Score Percentage	Category
80 – 100	Very High
66 – 79	High
56 – 65	Medium
40 – 55	Low
0 – 39	Very Low

b. The correlation between socialization of Curriculum-2013 and preparation of lesson plan, chemistry teaching–learning process, and evaluation of chemistry teaching–learning

The correlation between socialization of Curriculum-2013 and preparation of lesson plan, chemistry teaching–learning process, and evaluation of chemistry teaching–learning can be analysed by using the product moment correlation technique is one of the correlation techniques using two variables, namely independent variable and dependent variable (Ron Larson, 2012: 484 – 488). The steps to obtain the values of correlation are as follow.

1) Determining the research variables

A = Socialization of Curriculum-2013

B = Preparation of lesson plan based on Curriculum-2013

C = Chemistry teaching–learning process based on Curriculum-2013

D = Evaluation of chemistry teaching–learning based on Curriculum-2013

Note: A is independent variable, while B, C, and D are dependent variables.

2) Determining the correlation coefficient

The following formulas applied

$$r_{ab} = \frac{\sum ab}{\sqrt{(\sum a^2)(\sum b^2)}} \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots (3)$$

Note: r_{ab} = correlation coefficient

$$\sum ab = \sum AB - \frac{(\sum A)(\sum B)}{N}$$

$$\sum a^2 = \sum A^2 - \frac{(\sum A)^2}{N}$$

$$\sum b^2 = \sum B^2 - \frac{(\sum B)^2}{N}$$

N = The number of cases

For example, if the value of $r_{ab} > r_{table}$ at the level of significance of 5%, then there is a significant correlation between socialization of Curriculum-2013 and the preparation of lesson plan based on Curriculum-2013. This applies also to the variable of Chemistry teaching–learning process (C), and evaluation of chemistry teaching–learning (D), based on Curriculum-2013.

c. Constraints in the implementation of Curriculum-2013

The researcher used an opening questionnaire to obtain the data about the constraints faced by teachers in implementing Curriculum-2013 in terms of socialization of Curriculum-2013, preparation of lesson plan, chemistry teaching–learning process, and evaluation of chemistry teaching–learning. Furthermore, the obtained results are classified for each aspect analyzed.

CHAPTER IV
RESULTS AND DISCUSSION

A. Results

The teacher's role in determining the success of the implementation of curriculum is very high. Teachers are the people that implement the curriculum in learning process. Appendix 4 provides an overview of chemistry teacher qualifications in Sleman regency which includes aspects of recent education, teacher certification, teaching experience, as well as dissemination activities of Curriculum-2013.

Table 4. Dissemination activities followed by chemistry teachers in Sleman Regency

The number of Dissemination	The number of teacher	In percentage (%)
None	1	3.2258%
1 time	24	77.4194%
2 times	5	16.1290%
3 times	-	0%
4 times	1	3.2258%

The percentage and category of degree of implementation of Curriculum-2013 for each high school teachers in Sleman regency is shown in Table 4. It can be seen that the degree of implementation of Curriculum-2013 in chemistry learning in term of socialization of Curriculum-2013 is medium (64.1936%), preparation of lesson plan is high (66.1649%), learning process is high (73.7204%), and evaluation is high (63.5842%).

To determine the correlation between socialization of Curriculum-2013 and preparation of lesson plan, chemistry learning process, and evaluation of chemistry

learning, the formula of product moment correlation was applied. The data score of socialization of Curriculum-2013 and data score of preparation of lesson plan, chemistry learning process, and evaluation `of chemistry learning, are symbolized with A, B, C, and D, respectively. To obtain the correlation between socialization of Curriculum-2013 and preparation of lesson plan, chemistry learning process, and evaluation of chemistry learning by the teachers in Sleman regency high schools are explained as follows.

1. The Correlation between Socialization of Curriculum-2013 and Preparation of Lesson Plan

Based on product-moment correlation formula, it was obtained:

$\sum ab = 3322.6411$ $\sum b^2 = 3513.1835$

$\sum a^2 = 5115.9498$ r_{cal}=0.7837

The complete calculation can be seen in Appendix 5.

It was obtained that the product moment correlation between the score of socialization of Curriculum-2013 to the score of preparation of lesson plan is 0.7837. The value of r_{table} for (N = 31) at 5% significant level is 0.355; the value of r_{table} is smaller than r_{cal}, and thus it can be concluded that there is a significant correlation between socialization of Curriculum-2013 and preparation of lesson plan. This result shows that the hypothesis 1 (one) of this research is attested.

2. The Correlation Between Socialization of Curriculum-2013 and Chemistry Learning Process

Based on product-moment correlation formula, it was obtained:

$\sum ac = 2546.3462$ $\sum c^2 = 2997.1375$

$\sum a^2 = 5115.9498$ r_{cal}=0.6503

The complete calculation can be seen in Appendix 5.

It was obtained that the product moment correlation between the score of socialization of Curriculum-2013 and the score of chemistry learning activity is 0.6503. The value of r_{table} for (N = 31) at 5% significant level is 0.355; the value of r_{table} is smaller than r_{cal}, and thus it can be concluded that there is a significant correlation between socialization of Curriculum-2013 and chemistry learning activity. This result shows that the hypothesis 2 (two) of this research is attested.

3. The Correlation Between Socialization of Curriculum-2013 and Evaluation of Chemistry Learning

Based on product-moment correlation formula, it was obtained:

$\sum ad = 3930.3472$

$\sum a^2 = 5115.9498$

$\sum d^2 = 5102.9883$

r_{cal}= 0.7692

The complete calculation can be seen in Appendix 5.

It was obtained that the product moment correlation between the score of socialization of Curriculum-2013 and the score of evaluation of chemistry learning is 0.7692. The value of r_{table} for (N = 31) at 5% significant level is 0.355; the value of r_{table} is smaller than r_{cal}, and thus it can be concluded that there is a significant correlation between socialization of Curriculum-2013 and evaluation of chemistry learning. This result shows that the hypothesis 3 (three) of this research is attested.

Table 5 shows the data of teacher's constraints in the implementation of Curriculum-2013 in chemistry learning in Sleman regency high school, which covers aspects of socialization of Curriculum-2013, preparation of lesson plan, chemistry learning process, and evaluation of chemistry learning.

Table 5. Constraints in implementation of Curriculum-2013 in Sleman regency High Schools

No	Aspect	Sub Aspect	Constraints
1	Socialization of Curriculum-2013	a. The Training	1) The in-group training of Curriculum-2013 was too late. A thorough training was not received by teachers to create teaching devices. 2) MGMP meeting was less emphasis on preparation of lesson plan. 3) Socialization of Curriculum-2013 needs to be given in sufficient time and delivered as a whole so that participants can understand the whole concepts of Curriculum-2013. 4) It was too late to conduct a socialization of Curriculum-2013 since the implementation of Curriculum-2013 has begun already.
		b. The teacher	1) Some teachers had not received guidance from the local education office

			to have socialization of Curriculum-2013. 2) Some teachers still do not properly understand the steps to implement Curriculum-2013 in chemistry learning.
		c. The instructor	1) The ability of the instructor was steady and unwell prepared. 2) Every instructor has different abilities and understanding on Curriculum-2013 so that there is a little difference in explanation.
		d. The information	1) The information provided by instructors was unclear. 2) Explanations to the preparation of assessment instruments were still lacking.
		e. The text book	1) Teacher's text books are still not provided.
2	Preparation of lesson plan	a. Learning strategy	1) It was difficult to select appropriate instructional strategies in implementation of chemistry learning because the order of subject matter for Curriculum-2013 is different from the Unit Level of Education Curriculum. For example, the requirement to master redox reactions is that students must understand chemical equation, but it is given after redox reaction.
		b. The design	1) The design of lesson plan is often change as a ministerial regulation replaced by the government.
		c. Allocation time	1) Allocation of time in chemistry is in minimum, so that the subject matter should be forced in such a way.
		d. The teacher	1) The process of preparing lesson plan should be made by teachers them self, because the conditions in each school are different.
		e. The attachments	1) There are too many attachments in Curriculum-2013 lesson plan.
		f. The	1) It was difficult to connect among

		competences	Graduate Competence Standard, Core Competence, and Basic Competence.
		g. Learning method	1) The preparation of lesson plan in Curriculum-2013 needs many learning methods such as PBL, PjBL, DL, etc. Which are not well known by the teachers.
		h. Scientific approach	1) It is still difficult to sorting the 5 (five) scientific approach (5W +1H).
3	Chemistry learning process	a. Opening Activity	1) Sometimes it was difficult to make a factual apperception. 2) The opening session reduced the learning allocation time. 3) Students did not want to have an opening session.
		b. Learning strategy	1) It was hard to apply the learning strategies. 2) There are many class X (ten) students who rarely work in groups when in junior high school so they require a habituation.
		c. Allocation of time	1) The allocation time is usually not enough.
		d. The teacher	1) Teachers are required to be more creative and innovative in the process of discussion and communication.
		e. The Text book	1) No available text-books supporting teachers and students.
		f. The students	1) Many students were less active.
		g. Closing activity	1) It was often forgotten to tell the next meeting's lesson activity. 2) Sometimes closing was forgotten because of not enough time.
4	Assessment/ evaluation	a. Cognitive evaluation	1) Cognitive evaluation is already exist in Unit Level of Education Curriculum, so there was no constraints. 2) Sometimes it was hard to turn the 100 or 10 score to the value of 4 (A-D). 3) There are too many tasks.
		b. Attitude evaluation	1) There are too many attitudes that must be evaluated and so many instruments. 2) Some teachers do not understand the

			instruments to evaluate attitude aspect. 3) Attitude evaluation needs a lot of times so that the concentration in chemistry learning is disturbed. 4) It was hard to convert the instrument score into numerical. 5) The results of attitude evaluation sometimes contradictive with the actual condition. 6) Some teachers have done among-friends attitude evaluation but the result is not valid.
		c. Skill evaluation	1) Skill evaluation must be held in laboratory, while not all subject matter supports laboratory activity. 2) It was hard to specify the skill in every subject matter. 3) Skill evaluation can only be done once for every topic. 4) Teachers need much time to conduct skill evaluation. 5) Evaluation in Curriculum-2013 causes to complicate teachers. 6) Students become not focusing to concentrate in chemistry learning. 7) Some teachers did not conduct skill evaluation. 8) A teacher should test every student. Meanwhile the number of students is plenty.

B. Discussion

The implementation of Curriculum-2013 must be understood by various sectors, because a lesson plan has a strategic position in the overall learning activities. Successful implementation of chemistry learning is strongly influenced by the ability of chemistry teachers who will implement and actualize chemical based learning in

Curriculum-2013. The ability of the teacher is primarily related to knowledge and skills, as well as the tasks assigned to him.

In this study, the ability of the teacher is demonstrated by the acquisition of the score percentage that is then converted into a category of level implementation. For more details, the following will describe for each aspect.

Implementation of Curriculum-2013 in chemistry teaching-learning requires the support of skill and high quality teachers to motivate the more productive and empowering local authorities. High quality teachers have four conditions, namely qualified academic, competent, certified, and capable in teaching. Academic qualification for a teacher is at least bachelor degree (S1) or Diploma Four (D IV). Competent means that teachers must have the competence (skills) and firm personality to educate, teach, train, direct, assess, and evaluate the students. To get the certificate, teachers need to take a certification examination as mandated by the National Education Law No. 20 year 2003. The purpose of certification is for the welfare of the teachers. Capable means that teacher can conduct the teaching and learning process (Muchlas Samani, 2006: 9).

The quality of teachers must be prepared to implement the Curriculum-2013. The teachers must be prepared by goverment in order to understand the concept of Curriculum-2013 and then they can implement the Curriculum-2013 toward student (Moh Ali, 2015: 57). The ability of the teachers to implement Curriculum-2013 is primarily concerned with the knowledge, skills, as well as the tasks assigned to them. The degree of implementation of Curriculum-2013 in teaching-learning is also

influenced by the educational background of the teachers, teacher's teaching experience, and also the socialization of Curriculum-2013 which has been followed by teachers (Mulyasa. 2014: 39-58).

The implementation strategy of Curriculum-2013 by Educational and Cultural Ministry was done by training to the teachers, principals and supervisors. It was started since academic year of 2013/2014 and expected that all teachers, principals, and supervisors throughout Indonesia received the training to implement Curriculum-2013. Based on the research data of samples of senior high school chemistry teacher in Sleman regency, there are 80.6452% of teachers who have followed once, 16.1290% have followed twice, 0 % have followed three times to participate socialization of Curriculum-2013, and 3.2258% have followed fourth times to participate Curriculum-2013. Socialization activities of Curriculum-2013 that had been followed by teachers were training of Curriculum-2013 by Department of Education, school, national seminars, and also In House Training (IHT) for a particular school.

The implementation of Curriculum-2013 in chemistry teaching-learning in Sleman regency high schools by teachers deals with four aspects, namely socialization of Curriculum-2013, preparation of lesson plan, implementation of chemistry learning, and evaluation of chemistry learning. Based on the research data, the degree of implementation of Curriculum-2013 in chemistry teaching-learning in Sleman regency senior high schools by teachers is different for each aspect. Some

aspects have a high or very high degree. For more details, the following describes each aspect.

1. Socialization of Curriculum-2013

Socialization is the first step that must be prepared to implement Curriculum-2013. Socialization of curriculum is important to give knowledge about the changes of Curriculum-2013 to the ones who implement the curriculum as well as the whole school party, the society, and the parents of the students. Socialization can be done proportionally and professionally by Ministry of Education and Culture of central government or regional government. In the school, socialization can be done by the principal who knows and understands Curriculum-2013 or other highly competent persons from society, government, academics, writers, or education viewers. Socialization of Curriculum-2013 should be conducted perfectly for many parties so that the new curriculum can be understood and applied optimally; moreover socialization is an important step that determines the success of curriculum (E. Mulyasa, 2014: 48).

Socialization of Curriculum-2013 includes these aspects, namely teacher's knowledge of the development and implementation of Curriculum-2013, the essence of changes of Curriculum-2013, The essence of Competency Standard of Graduates, Core Competence, Basic Competence, Implementation Strategy of Curriculum-2013, and the essence of The Scientific Approach or Scientific Learning Models such as: Problem Based Learning (PBL), Project Based Learning (PjBL), Discovery Learning, Authentic Assessment and Assessment Techniques of attitudes, skills, and

knowledge. The socialization of Curriculum-2013 has included all aspects of lesson plan, chemistry teaching-learning process, and evaluation of chemistry teaching-learning (Kemendikbud, 2013).

The results showed that the degree of socialization of Curriculum-2013 is high by the average percentage of 64.19%. Out of 31 samples, there is 1 teacher with very low categories, 8 teachers with low categories, 7 teachers with moderate categories, 12 teachers with high categories, and 3 teachers with very high categories. It would be reasonable that based on the data of sample qualification of chemistry teachers in Sleman regency senior high schools, 80.64% of teachers have followed once, 16.13% have followed twice, 0% of teachers have participated in the socialization of Curriculum-2013 for three times, and 3.23% of teachers have participated in the socialization of Curriculum-2013 for four times.

Compared to the research conducted by Lilik Prihastuti (2008: 41), socialization of Unit Level of Education Curriculum in chemistry teaching-learning in Kulon Progo regency was very high category with the average percentage of 80.62%. It was due to the fact that all of the chemistry teachers in Kulon Progo regency had followed the socialization at the level of local, regional, and provincial scope.

Teacher is the key in implementing the Curriculum. It can be achieved with a good preparation, such as a long and sustained time of the curriculum socialization. It is easily understood that the curriculum concepts to the teachers should be done up to the trial so that the teachers really understand how to implement Curriculum-2013 in

chemistry teaching-learning. Socialization of Curriculum-2013 needs to be improved in order to broaden the knowledge and skills of the teachers. Teachers also need to continue to learn in order to follow the developments or changes that occur in curriculum.

2. Preparation of Lesson Plan based on Curriculum-2013

In the preparation of lesson plan, teachers must adjust the lesson plan according to lesson plan of Curriculum-2013 design, such as: taking the Basic Competence from the syllabus, formulating teaching-learning objectives, choosing teaching materials, selecting teaching-learning resources, choosing media of teaching-learning, preparing models of teaching-learning, adjusting the planned teaching-learning activities with scientific approach, writing teaching-learning scenarios, and designing forms, techniques, and instruments for attitudes, knowledge, and skills assessment (Kemendikbud, 2013).

The results showed that the degree of preparation of lesson plan based on Curriculum-2013 is high with the average percentage of 66.1649%. Out of 31 samples, there are 3 teachers having low categories, 11 teachers having medium categories, 14 teachers having high categories, and 3 teachers having very high categories.

Compared to the research conducted by Silaban (2011), the degree of preparation of chemistry lesson plan in North Sumatra was 68.18%. Based on the research conducted by Wijaya (2011), the ability of teachers to prepare lesson plan was at low because the teachers were confused in preparing lesson plan and did not

have initiative to make their own lesson plan instead of copying the lesson plan from MGMP. However, the action of the supervision could increase the ability of teachers to prepare lesson plan. Research result by Sumarno (2009) suggests that the empowering of teachers including improvement of educational qualifications, training of preparation lesson plan, and also structuring scientific writings to the teachers have positive role to the performance of the teachers. That is why socialization activity of Curriculum-2013 is a good instrument of a measure to prepare a good lesson plan for the teachers.

3. Chemistry teaching-learning process based on Curriculum-2013

Chemistry learning process based on Curriculum-2013 is divided into three stages, namely opening activity, core activity, and closing activity. In the opening activity, teachers are required to make apperception linked material, motivate, and other activities that require teachers to further explore their capabilities. Core activity in chemistry learning based on Curriculum-2013 puts forward the scientific approach, these are observing, questioning, trying, reasoning, and presenting that should exist in every meeting. While the closing activity requires teachers facilitate students in summarizing and reflecting, giving the test, collecting portfolio, carrying out follow-ups, and informing the next activity plan (Kemendikbud, 2013)

Based on the research data, chemistry teaching-learning process based on Curriculum-2013 conducted by the samples of senior high school chemistry teacher in Sleman regency has an average of 73.72% and categorized as very high. Out of 31 samples, there are 1 teacher who has low categories, 6 teachers having medium

categories, 18 teachers having high categories, and 6 teachers having very high categories.

The degree of implementation of chemistry teaching-learning is very high due to the few changes of Curriculum-2013 in teaching-learning process from the previous curriculum. Curriculum-2013 is the development of Competence Based Curriculum and Unit level of Education Curriculum; it means that Curriculum-2013 has the basic of character and competence. The principles and procedures in chemistry learning based on character and competence should be referenced and understood by teachers to conduct the thematic approach of teaching-learning. On the other hand, chemistry studies the matter of scientific procedure and teachers conduct the teaching-learning process using scientific approach as in Curriculum-2013 teaching-learning concept (Mulyasa. 2014: 104-105).

Compared to the research conducted by Lilik Prihastuti (2008: 43), chemistry teaching learning process of Unit Level of Education Curriculum in Kulon Progo regency was very high category with the average percentage of 77.83%. Teachers had some constraints in teaching-learning process of chemistry, such as not enough allocation time so that teachers must adopt the subject matter with the fixed allocation time. Besides that, the lack of supporting facilities and infrastructure make the chemistry teaching-learning processes were not going well.

4. Evaluation of Chemistry Teaching-learning based on Curriculum-2013

Curriculum-2013 is using the principles of authentic assessment, which is a comprehensive assessment conducted to assess the input, process, and output of

attitudes, knowledge, and skills of the students. Authentic assessment is able to describe the learning outcome of students in order to observe, to question, to reason, to try and build a network. Authentic assessment results can be used by teachers to plan an improvement program (remedial), enrichment, or counseling. In addition, authentic assessment results can be used to improve the teaching-learning processes that meet National Education Standards (Kemendikbud, 2014: 43-44).

Evaluation of chemistry teaching-learning based on Curriculum-2013 assesses the attitudes, knowledge, and skills of the students. Attitude assessment can be done by using observation, self-assessment and assessment among friends. Knowledge assessment can be done by examinations and tasks. While skills assessment can be done by experiment, project, product, and portfolio assessment (Mulyasa. 2014: 137-138). The assessment needs many instruments and the number of students in the school is plenty. This condition causes difficulties and consumes lot of time in the process of assessment.

Based on the data analysis, evaluation of chemistry teaching-learning based on Curriculum-2013 in Sleman regency senior high schools by teachers has high category with the average percentage of 63.5842%. Out of 31 samples, there are 8 teachers having low categories, 12 teachers having medium categories, 8 teachers having high categories, and 3 teachers having very high categories.

Compared to the research conducted by Lilik Prihastuti (2008: 45), evaluation of chemistry teaching-learning in Unit Level of Education Curriculum in Kulon Progo regency has very high category with the average percentage of 77.13%.

However, the assessment of Unit Level of Education Curriculum only emphasized on more in knowledge assessment and less in skill and attitude assessment.

Overall, the implementation of Curriculum-2013 in chemistry teaching-learning can be seen in Figure 3.

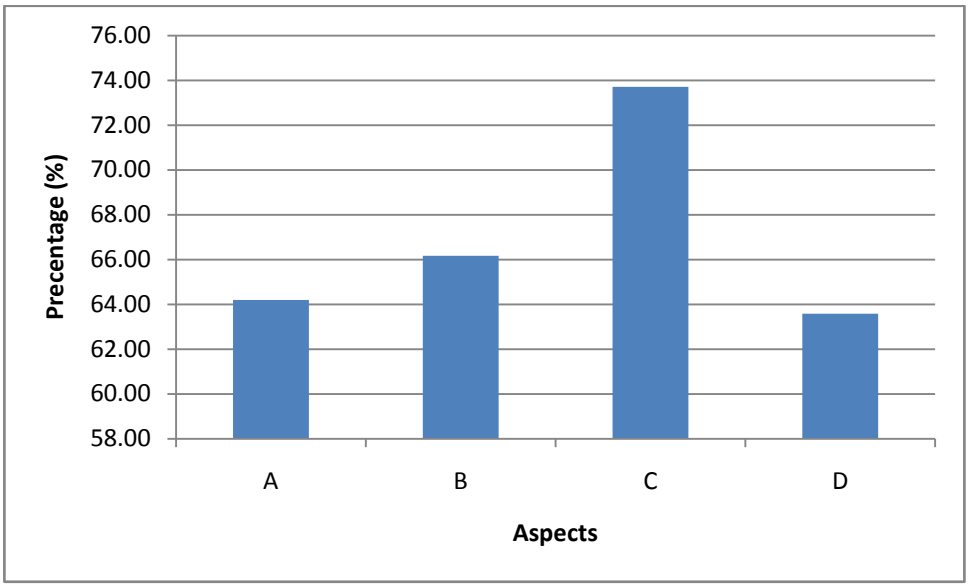

Figure 3. Degree of Implementation of Curriculum-2013 in Chemistry Teaching-learning

Remarks:

A = Socialization

B = Preparation of Lesson Plan

C = Implementation of Chemistry Teaching-learning

D = Evaluation of Chemistry Teaching-learning

Based on Figure 3, it can be seen that the implementation of chemistry learning based on Curriculum-2013 is the highest, followed by implementation of chemistry teaching–learning based on Curriculum-2013, socialization of Curriculum-2013 and preparation of lesson plan, chemistry teaching-learning process, and the last is the evaluation of chemistry teaching-learning based on Curriculum-2013.

Socialization of Curriculum-2013 is the initial stage in the implementation of Curriculum-2013. Socialization of Curriculum-2013 was done by various media such as television, radio, internet, newspapers, text-books, and others. Socialization of Curriculum-2013 has been conducted since the academic year of 2013/2014 and the government expects that all teachers, principals and supervisors throughout Indonesia have received training to implement the curriculum in 2015. Socialization of Curriculum-2013 can be said to be good when the implementation of Curriculum-2013 also yields good results (Sofyan Aripin and Muhammad Daud. 2014: 1-3).

In fact, the research of Faridah Alawiyah (2013: 11) explained that teachers weren't ready and their way of thinking was hard to change. During the socialization of Curriculum-2013, it emphasizes on giving a talk instead of giving practice to the teachers that make the training does unwell on that way; it would be difficult to change the mindset of the teachers. It would be not effective if the implementation of the curriculum is done when the teachers are not ready; it would give a bad influence of the preparation, process, and evaluation of chemistry teaching-learning.

The correlation between socialization of Curriculum-2013 and preparation of lesson plan, chemistry teaching-learning process, and evaluation of chemistry

teaching-learning by the teachers can be analyzed using product moment correlation. Based on the result of the research, socialization of Curriculum-2013 has significant correlation to the preparation of lesson plan, chemistry teaching-learning process, as well as the evaluation of chemistry teaching-learning which is conducted by teachers. That is why socialization of Curriculum-2013 plays an important role in the success of Curriculum-2013. Socialization of Curriculum-2013 affects the information and knowledge which are accepted by education providers.

Mendikbud (2014) through the Concept and Implementation of Curriculum-2013 proposed coaching, associating, monitoring and evaluation to the teachers in the preparation of implementation of Curriculum-2013 in academic year of 2014/2015. The subject of coaching includes the reasons of curriculum development, philosophy of Curriculum-2013, the changes from the previous curriculum, implementation of Curriculum-2013 strategy, and consequences of Curriculum-2013 implementation.

Based on the evaluation of Kemendikbud (2014) to the teachers who have followed the socialization and implement Curriculum-2013, there is a significant improvement in teaching-learning process, teaching-learning quality, and teaching-learning environment into more active, creative, and fun learning. However, there are some teachers who have not understood and implemented the curriculum. It was due to short of coaching time and the method that focused in speech instead of practice.

The socialization of Curriculum-2013 is not only conducted by coaching but also associating, monitoring, and always in checking to make sure that the teacher's understanding of Curriculum-2013 can be continued and broaden to the other teacher.

The government has built a clinic of teaching-learning consultation that can be accessed directly or by online through the internet. The clinic has become a good program and must be used by teachers in order to understand easily the implementation of Curriculum-2013 (Faridah Alawiyah. 2014).

Based on the data obtained from the interview sheet, the constraints faced by chemistry teachers in implementing Curriculum-2013 in terms of 4 aspects, socialization of Curriculum-2013, preparation of lesson plan, chemistry learning process (opening activity, core activity, closing activity), and evaluation of chemistry teaching-learning based on Curriculum-2013, are obtained as follows.

1. Socialization of Curriculum-2013

The first constraint in the socialization of Curriculum-2013 is that some teachers haven't followed the socialization of Curriculum-2013. It is quite unfortunate since socialization of Curriculum-2013 plays an important role in the success of Curriculum-2013 meaning the success of chemistry learning. Teachers who have not followed the socialization are due to personal reasons of each teacher.

The second constraint is that socialization of Curriculum-2013 is already very late due to the implementation of Curriculum-2013 has been running. The government through the implementation of Curriculum-2013 strategy is to exercise Curriculum-2013 to some particular school while socialization of Curriculum-2013 goes beside. It is quite erroneous regarding of the many changes to the Curriculum-2013 from Unit Level of Education Curriculum that needs to be delivered in phases and takes a long

time. Furthermore, the implementation of Curriculum-2013 requires a long time process but less time provided by the government.

Regardless to these constraints, some teachers said that the direction of Curriculum-2013 has been running well and quite clear through the training of Curriculum-2013 in the schools and institutions.

2. Preparation of Lesson Plan

The first constraint in the preparation of lesson plan mentioned by senior high school chemistry teachers in Sleman regency is that some teachers still do not know the lesson plan format of Curriculum-2013. This is possible because there are some teachers who have not followed the training of Curriculum-2013.

The second constraint related to the preparation of lesson plan is that some teachers have difficulty to link among Competency Standard of Graduates, Core Competence, and Basic Competence. Teachers also have difficulties in choosing the activity of observing, asking, gathering information, associating, and communicating. Furthermore, teachers have difficulties to select appropriate methods and teaching-learning strategies in chemistry teaching-learning based on Curriculum-2013 syllabus, it is due to the order of the subject matter which is not the same with Unit Level of Education Curriculum so there are some conditions of subject matter that are not fulfilled.

Technical constraints faced by teachers in term of preparation of lesson plan are that too many attachments should be included in the lesson plan of Curriculum-2013, chemistry books that follow the model of Curriculum-2013 is currently not available

so that the subject matter was taken from the book of Unit Level of Education Curriculum model. In addition, some teachers in preparing lesson plan at the training of Curriculum-2013 are still lacking in self-awareness to make their lesson plan independently and mostly copying other teachers.

On the other hand, there are also some teachers who do not have any constraint in preparing lesson plan based on Curriculum-2013, and still be able to follow the changes of the lesson plan format.

3. Chemistry Teaching-learning Process

Chemistry learning process is divided into three stages, namely opening activity, core activity, and closing activity. In the opening activity, the constraints faced by senior high school chemistry teachers in Sleman regency are that sometimes teachers have difficulty in making apperception, in addition some teachers thought that the opening activity is deemed necessary because of the time-consuming. The opening activity is already available in Unit Level of Education Curriculum so that teachers in opening activity do not have lot of constraints.

In the core activity of teaching, many teachers do not have any difficulty in applying chemistry teaching-learning based on Curriculum-2013. However, some teachers are difficult to apply the teaching-learning strategies that are constructed on the lesson plan. In the core activity, teachers are often lack of time since students who interested to the apperception and motivation consumes more time during the opening activity. The main problem in core activity is the unavailability of the students and

teacher text-books based on Curriculum-2013, but the problem can be solved by using textbook based on Unit Level of Education Curriculum.

As for closing activity, many teachers do not have much constrains. Teachers already give tasks that appropriate for the students. However, teachers sometimes forget to close the teaching-learning activity as the time allocation is not sufficient.

4. Evaluation of Chemistry Teaching-learning

Evaluation of chemistry learning based on Curriculum-2013 is divided into three types of assessment, namely knowledge, attitude and skill assessment. Knowledge or cognitive assessment by high school chemistry teachers in Sleman regency does not have a lot of problems because the cognitive assessment is already conducted in the Unit Level of Education Curriculum. The only constraint is that teachers have difficulty to change the score of 10 or 100 to the value of 4 (A to D).

Attitude assessment is much emphasized on chemistry teaching-learning based on assessment of Curriculum-2013. However, in practice, teachers still have many constraints. The first constraint is the lack of understanding in attitude assessment formats as expected in Curriculum-2013 for each subject matter. There are many aspects of attitude assessment that must be assessed by the teacher but the number of students is plenty. This assessment consumes a lot of times and many instruments to be done. In addition, attitude assessment is sometimes contradictory to the actual situation of the students.

There are many constraints in skill assessment. The first constraint is that much number of instruments must be used to conduct skill assessment. The second is that it

consumes a lot of times and can only be done occasionally in a specific topic. The third is that it can only be performed mostly in the laboratory. The fourth is that teachers have difficulty to determine the material specifications or indicators to be achieved in term of skill assessment. There is also a teacher who suggests that evaluation in Curriculum-2013 cause to difficulties the teachers. The most common problem in skill assessment is that one teacher must assess many students in many classes.

There is a weakness in this research among this research, it was about taking data using questionnaire. When questionnaires were used, there were some negative aspects from these questionnaires that some teachers disposed to give score for them, for example in number 13, 14, 15, 31, and 66. On other hand, there were some problem in essay. Some teacher didn't fill full information in the essay of constraints. There are some possibility: maybe the teacher didn't have problem for implementation Curriculum-2013 or maybe they lazy fill the essay. To solve this problem we can using triangulation checking to make strong conclusion. We can make instrument not only for teacher but also for student. The others solution are using another observer, checking instrument school, and making instrument observation in the class. The researcher also can making deeply interview with teacher who implemented Curriculum-2013.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the results and discussion of the research, there are some conclusions that can be proposed as follows.

1. The degree of implementation of Curriculum-2013 in chemistry learning in Sleman regency high schools by teachers in terms of socialization of Curriculum-2013 is high, preparation of lesson plan is high, chemistry learning process is high, and evaluation of chemistry learning is medium with the average score of 64.19%, 66.16%, 73.72%, and 63.58%, respectively.
2. There is a significant correlation between socialization of Curriculum-2013 and preparation of lesson plan, chemistry learning process, and evaluation of chemistry learning based on Curriculum-2013.
3. The constraints faced by chemistry teachers in implementing Curriculum-2013 based on the aspects of (a) socialization of Curriculum-2013 are: some teachers have not followed the socialization of Curriculum-2013, the socialization is too late, the information of the socialization are not clearly and comprehensively given, and every instructors have their own understanding about the curriculum; however, some teachers argue that socialization of Curriculum-2013 is running well. (b) Related to preparation of lesson plan based on Curriculum-2013: some

teachers don't know the lesson pan format, some teachers have difficulty to write the parts of lesson plan, and some technical constraints. (c) Related to chemistry learning process; in opening activity: some teachers have difficulty to make apperception and they think that opening activity is not necessary because of time-consuming. In core activity: some teachers have difficulty to apply the learning strategy written on the lesson plan, out of time, and currently no available text-book for teacher and student in chemistry based on Curriculum-2013. In closing activity: many teachers don't have any difficulty but the closing activity is sometimes forgotten because of not enough time. (d) Related to evaluation of chemistry learning in cognitive assessment: some teachers have difficulty to change the 10 or 100 score to the value of 4 (A to D). Related to attitude assessment: some teachers don't understand the instruments to conduct attitude assessment; the number of students is too much to be assessed so that it consumes much time and difficult to be done. While related to skill assessment the number of students is too much to be assessed so that it consumes much time and difficult to be done because one teacher must assess so many students in many classes; teachers are also have difficulty to determine the skill specification on a specific indicator and subject matter.

B. Recommendations

Generally, the teachers in Sleman regency high schools are ready to implement Curriculum-2013 in chemistry learning. However, the efforts to increase the

teachers competence by themselves or the Education Department are important to be done. Some recommendations based on this research are as follows.

1. Socialization of Curriculum-2013 from the Educational Department of Sleman regency must be continued and improved, for instance by giving the competence instructors who really understand and have a role in arranging Curriculum-2013. Moreover, the socialization must be conducted by giving practice and arranging sets of teaching materials.
2. Schools must be active and progressive to update the information of Curriculum-2013, for instance by conducting comparison study to another schools which have a good reputation.
3. There should be a well prepared strategy by the school or the government to minimize the constraints in the implementation of Curriculum-2013 in chemistry teaching-learning.
4. Related to preparation of lesson plan, teachers should make their own lesson plan based on the school condition.
5. Related to the chemistry teaching-learning process, teachers should be prepare the lesson plan as well as they can.
6. Related to evaluation of chemistry teaching-learning the three assessments should be conducted one by one.
7. The researcher has limitation in deep interview to deeply explore the respondent's point of view, feelings, and perspectives.

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APPENDIX 1

Main Points of Instrument

Main Points of Instrument of Implementation of Curriculum 2013

No	Aspek	Indikator	Nomor Butir	Jumlah Butir
1	Sosialisasi Kurikulum 2013	a. Pemahaman terhadap pengembangan dan pelaksanaan Kurikulum 2013	1	1
		b. Mengetahui esensi perubahan Kurikulum 2013.	2	1
		c. Mengetahui SKL, KI, dan KD, serta strategi implementasi Kurikulum 2013	3,4,5, 6	4
		d. Mengetahui esensi pendekatan saintifik/ilmiah	7	1
		e. Mengetahui model-model pembelajaran : PBL, PJBL, dan dll.	8,9,10	3
		f. Menjelaskan konsep penilaian otentik pada proses dan hasil belajar	11	1
		g. Mengetahui teknik penilaian kompetensi sikap, keterampilan dan pengetahuan.	12	1
2	Pembuatan Rencana Pelaksanaan Pembelajaran (RPP)	a. Membuat RPP sesuai dengan format RPP Kurikulum 2013	13	1
		b. Mengambil Kompetemsi Dasar dari silabus ke dalam RPP	14	1
		c. Merumuskan indikator dalam RPP	15	1

		d. Merumuskan tujuan pembelajaran	16	1
		e. Memilih materi ajar	17	1
		f. Memilih sumber belajar	18,19	2
		g. Memilih media belajar	20,21	2
		h. Memilih model pembelajaran	22	1
		i. Memilih metode pembelajaran	23	1
		j. Menyesuaikan kegiatan dengan pendekatan saintifik (mengamati, menanya, mengumpulkan informasi, mengasosiasikan informasi, dan mengkomunikasikan)	24	1
		k. Menulis skenario pembelajaran	25,26	2
		l. Merancang penilaian pembelajaran	27,28,29,30	4
3	Pelaksanaan Pembelajaran Kimia (kegiatan membuka pelajaran)	a. Memberikan apersepsi dan motivasi kepada peserta didik	31	1
		b. Mengaitkan materi dengan materi sebelumnya	32	1
		c. Mengajukan pertanyaan menantang untuk memotivasi peserta didik	33	1
		d. Menyampaikan manfaat materi pembelajaran	34	1
		e. Menyampaikan kompetensi yang akan dicapai peserta didik	35	1
		f. Menyampaikan rencana kegiatan (misalnya individual, kelompok,	36	1

		dan atau melakukan observasi)		
	kegiatan inti	a. Menguasai materi pembelajaran	37,38,39,40,41	5
		b. Menerapkan strategi pembelajaran yang mendidik.	42,43,44,45	4
		c. Menerapkan pendekatan saintifik.	46,47,48,49	4
		d. Memanfaatkan sumber belajar/media dalam pembelajaran.	50,51	2
		e. Melaksanakan penilaian pembelajaran.	52,53,54	3
		f. Melibatkan peserta didik dalam pembelajaran	55	1
	Kegiatan menutup pembelajaran	a. Merangkum materi pelajaran	56	1
		b. Merefleksikan hasil pembelajaran	57	1
		c. Memperikan umpan balik terhadap proses dan hasil pembelajaran	58	1
		d. Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun kelompok	59,60	2
		e. Menginformasikan rencana kegiatan untuk pertemuan berikutnya.	61	1
4	Evaluasi pembelajaran	a. Mengetahui bentuk-bentuk penilain sikap.	62,63,64	3

	Kimia	b. Mengetahui bentuk-bentuk penilaian pengetahuan.	65,66	2
		c. Mengetahui bentuk-bentuk penilaian keterampilan	67,68	2
		d. Mengetahui bentuk-bentuk penilaian produk	69	1
		e. Melakukan penilaian portofolio	70	1
Jumlah				70

APPENDIX 2

The Instrument

Lampiran : Satu berkas
Perihal : Permohonan Pengisian Instrumen

Kepada Yth.

Bapak/Ibu Guru Kimia SMA

di Kabupaten Sleman

Dengan hormat,

Sehubungan dengan penelitian yang saya laksanakan terkait penyusunan tugas akhir skripsi dengan judul, "Survey Tingkat Keterlaksanaan Kurikulum 2013 pada Pembelajaran Kimia di SMA Wilayah Kabupaten Sleman Daerah Istimewa Yogyakarta ", maka dengan ini kami mengharapkan bantuan dan kesediaan Bapak/Ibu untuk mengisi kuesioner yang telah dibuat.

Kuesioner ini bertujuan untuk mengetahui sejauh mana Bapak/Ibu mengetahui keterlaksanaan implementasi Kurikulum 2013 ditinjau dari aspek persiapan, pelaksanaan, dan evaluasi.Oleh karena itu saya berharap Bapak/Ibu berkenan menjawab sesuai dengan kondisi yang sebenarnya. Perlu kami sampaikan bahwa penelitian ini tidak berpengaruh terhadap karier Bapak/Ibu di masa yang akan datang. Selain itu kerahasiaan pengisian kuesioner ini juga akan dijamin sepenuhnya.

Informasi yang Bapak/Ibu berikan merupakan bantuan yang tak ternilai harganya bagi penelitian ini.Atas bantuan dan partisipasi Bapak/Ibu kami mengucapkan terima kasih.

Yogyakarta, 14 November 2014

Mahasiswa Pendidikan Kimia

FMIPA Universitas Negeri Yogyakarta

Nira Listyawati

11314244010

PETUNJUK PENGISIAN KUESIONER SURVEY PEMBELAJARAN KIMIA

1. Penilaian tentang pelaksanaan Kurikulum 2013 pada pembelajaran kimia dilakukan berdasarkan kriteria dan indikator yang telah ditentukan.
2. Setiap butir pertanyaan berisi tentang pengetahuan atau pemahaman Bapak/Ibu dalam kegiatan implementasi Kurikulum 2013, baik pada perencanaan, pelaksanaan, dan evaluasi pembelajaran.
3. Kuesioner ini terdiri dari 70 pernyataan yang setiap pernyataan menggunakan skala penilaian dengan lima alternatif jawaban. Adapun kriteria untuk setiap alternatif jawaban tersebut adalah

Skala	Keterangan
5	Sangat Baik
4	Baik
3	Cukup
2	Kurang
1	Sangat Kurang

4. Setiap pernyataan mengharapkan respon Bapak/Ibu dengan cara melingkari salah satu dari lima alternatif jawaban yang telah disediakan sesuai dengan keadaan nyata yang Bapak/Ibu ketahui

Contoh 1

No	Pernyataan/Pertanyaan	SKALA				
1	Bapak/Ibu menangkap esensi perubahan Kurikulum 2013	(5)	4	3	2	1

Berdasarkan contoh tersebut, misal Bapak/Ibu melingkari angka 5, berarti Bapak/Ibu menangkap esensi perubahan Kurikulum 2013 dengan sangat baik.

Contoh 2

No	Pernyataan/Pertanyaan	SKALA				
1	Kemampuan Bapak/Ibu menuliskan skenario pembelajaran yang sesuai dengan metode pembelajaran	5	4	3	2	(1)

Berdasarkan contoh tersebut, misal Bapak/Ibu melingkari angka 1, berarti Bapak/Ibu dapatmenuliskan skenario pembelajaran yang sesuai dengan metode pembelajaran dengan sangat kurang.

5. Tiap kolom harus diisi, jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik atau saran pada lembar masukan.

A. IDENTITAS RESPONDEN

1. Nama Guru (Boleh tidak diisi) : .....
2. Nama Sekolah :.....
3. Pendidikan terakhir : D3/S1/S2/lainnya (.....)
4. Pengalaman mengajar : .....Tahun
5. Sertifikasi : Sudah/Belum
6. Kegiatan Sosialisasi Kurikulum 2013: (Pernah/Tidak Pernah)
   - Jika pernah, sebutkan :

     .....

     .....

     .....

     .....

B. INSTRUMEN TINGKAT KETERLAKSANAAN PEMBELAJARAN KIMIA DENGAN KURIKULUM 2013

No	Pernyataan/Pertanyaan	Skor					Catatan
Sosialisasi Kurikulum 2013							
1	Kejelasan Bapak/Ibu memperoleh pengarahan dari instruktur nasional dan atau kepala sekolah dalam mengembangkan dan melaksanakan Kurikulum 2013	**5**	**4**	**3**	**2**	**1**	
2	Bapak/Ibu memahami esensi	**5**	**4**	**3**	**2**	**1**	

	perubahan Kurikulum 2013						
3	Bapak/Ibu memahami Standar Kompetensi Lulusan (SKL) kimia Kurikulum 2013	**5**	**4**	**3**	**2**	**1**	
4	Bapak/Ibu memahami Kompetensi Inti (KI) Kurikulum 2013	**5**	**4**	**3**	**2**	**1**	
5	Bapak/Ibu memahami Kompetensi Dasar (KD) kimia Kurikulum 2013	**5**	**4**	**3**	**2**	**1**	
6	Bapak/Ibu memahami keterkaitan antara Standar Kompetensi Lulusan (SKL), Kompetensi Inti (KI) dan Kompetensi Dasar (KD) Kurikulum 2013	**5**	**4**	**3**	**2**	**1**	
7	Bapak/Ibu mengetahui esensi pendekatan saintifik/ pendekatan ilmiah	**5**	**4**	**3**	**2**	**1**	
8	Bapak/Ibu mengetahui model pembelajaran berbasis proyek (*project based learning)*	**5**	**4**	**3**	**2**	**1**	
9	Bapak/Ibu mengetahui model pembelajaran berbasis penemuan *(discovery learning)*	**5**	**4**	**3**	**2**	**1**	
10	Bapak/Ibu mengetahui model pembelajaran berbasis masalah (*problem based learning)*	**5**	**4**	**3**	**2**	**1**	
11	Bapak/Ibu mengetahui pengertian penilaian autentik	**5**	**4**	**3**	**2**	**1**	
12	Bapak/Ibu mengetahui teknik	**5**	**4**	**3**	**2**	**1**	

	penilaian kompetensi sikap, pengetahuan dan keterampilan						
Rencana Pelaksanaan Pembelajaran							
13	Kesesuaian Bapak/Ibu membuat RPP dengan format RPP Kurikulum 2013	**5**	**4**	**3**	**2**	**1**	
14	Kemampuan Bapak/Ibu mengambil Kompetensi Dasar dalam RPP setiap pertemuan	**5**	**4**	**3**	**2**	**1**	
15	Kemampuan Bapak/Ibu merumuskan indikator dalam RPP dengan menyesuaikan kemampuan peserta didik	**5**	**4**	**3**	**2**	**1**	
16	Kemampuan Bapak/Ibu merumuskan tujuan pembelajaran dengan aspek pembelajaran yang dimuat	**5**	**4**	**3**	**2**	**1**	
17	Kemampuan Bapak/Ibu memilih materi ajar yang sesuai dengan Kompetensi Dasar, tujuan pembelajaran, dan karakteristik peserta didik	**5**	**4**	**3**	**2**	**1**	
18	Kemampuan Bapak/Ibu memilih sumber belajar yang sesuai dengan tujuan pembelajaran, materi, dan karakteristik peserta didik	**5**	**4**	**3**	**2**	**1**	
19	Kemampuan Bapak/Ibu memilih sumber belajar yang sesuai dengan pendekatan saintifik	**5**	**4**	**3**	**2**	**1**	
20	Kemampuan Bapak/Ibu memilih	**5**	**4**	**3**	**2**	**1**	

	media belajar yang sesuai dengan tujuan pembelajaran, materi, dan karakteristik peserta didik						
21	Kemampuan Bapak/Ibu memilih media belajar yang sesuai dengan pendekatan saintifik	**5**	**4**	**3**	**2**	**1**	
22	Kemampuan Bapak/Ibu menggunakan model pembelajaran yang sesuai dengan tujuan pembelajaran dan karakteristik materi	**5**	**4**	**3**	**2**	**1**	
23	Kemampuan Bapak/Ibu menggunakan metode pembelajaran yang sesuai dengan tujuan pembelajaran, materi, dan karakteristik peserta didik	**5**	**4**	**3**	**2**	**1**	
24	Kemampuan Bapak/Ibu menyesuaikan kegiatan dengan pendekatan saintifik (mengamati, menanya, mengumpulkan informasi, mengasosiasikan informasi, dan mengkomunikasikan)	**5**	**4**	**3**	**2**	**1**	
25	Kemampuan Bapak/Ibu menulis skenario pembelajaran yang sesuai dengan sistematika/ keruntutan materi	**5**	**4**	**3**	**2**	**1**	
26	Kemampuan Bapak/Ibu menulis skenario pembelajaran yang sesuai dengan alokasi waktu kegiatan pendahuluan, kegiatan inti dan	**5**	**4**	**3**	**2**	**1**	

	kegiatan penutup dengan cakupan materi						
27	Kemampuan Bapak/Ibu merancang bentuk, teknik dan instrumen penilaian yang sesuai dengan indikator pencapaian kompetensi	**5**	**4**	**3**	**2**	**1**	
28	Bapak/Ibu merancang penilaian pembelajaran yang sesuai dengan penilaian sikap	**5**	**4**	**3**	**2**	**1**	
29	Bapak/Ibu merancang penilaian pembelajaran yang sesuai dengan penilaian pengetahuan	**5**	**4**	**3**	**2**	**1**	
30	Bapak/Ibu merancang penilaian pembelajaran yang sesuai dengan penilaian keterampilan	**5**	**4**	**3**	**2**	**1**	
Kegiatan Membuka Pelajaran.							
31	Kemampuan Bapak/Ibu memberikan apersepsi sesuai denga materi yang akan disampaikan.	**5**	**4**	**3**	**2**	**1**	
32	Kemampuan Bapak/Ibu mengaitkan materi dengan materi sebelumnya	**5**	**4**	**3**	**2**	**1**	
33	Kemampuan Bapak/Ibu mengajukan pertanyaan menantang untuk memotivasi peserta didik	**5**	**4**	**3**	**2**	**1**	
34	Kemampuan Bapak/Ibu menyampaikan manfaat materi pembelajaran	**5**	**4**	**3**	**2**	**1**	
35	Kemampuan Bapak/Ibu	**5**	**4**	**3**	**2**	**1**	

	menyampaikan kompetensi yang akan dicapai peserta didik						
36	Kemampuan Bapak/Ibu menyampaikan rencana kegiatan misalnya individual, kerja kelompok dan atau melakukan observasi	**5**	**4**	**3**	**2**	**1**	
KEGIATAN INTI							
37	Penguasaan Bapak/Ibu terhadap materi pembelajaran yang sesuai dengan tujuan pembelajaran	**5**	**4**	**3**	**2**	**1**	
38	Kemampuan Bapak/Ibu mengaitkan materi dengan pengetahuan lain yang relevan, perkembangan IPTEK, dan kehidupan nyata	**5**	**4**	**3**	**2**	**1**	
39	Kemampuan Bapak/Ibu menyajikan materi secara sistematis (mudah ke sulit, dari konkrit ke abstrak)	**5**	**4**	**3**	**2**	**1**	
40	Kemampuan Bapak/Ibu melaksanakan pembelajaran sesuai dengan kompetensi yang ingin dicapai	**5**	**4**	**3**	**2**	**1**	
41	Kemampuan Bapak/Ibu melaksanakan pembelajaran secara runtut	**5**	**4**	**3**	**2**	**1**	
42	Kemampuan Bapak/Ibu melaksanakan pembelajaran yang menumbuhkan partisipasi aktif	**5**	**4**	**3**	**2**	**1**	

	peserta didik dalam mengajukan pertanyaan dan mengemukakan pendapat.						
43	Bapak/Ibu melaksanakan pembelajaran yang dapat mengembangkan keterampilan peserta didik sesuai dengan materi ajar	**5**	**4**	**3**	**2**	**1**	
44	Kemampuan Bapak/Ibu melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan dan sikap positif peserta didik	**5**	**4**	**3**	**2**	**1**	
45	Kemampuan Bapak/Ibu melaksankan pembelajaran sesuai dengan alokasi waktu yang direncanakan	**5**	**4**	**3**	**2**	**1**	
46	Kemampuan Bapak/Ibu memfasilitasi dan menyajikan kegiatan peserta didik untuk mengamati	**5**	**4**	**3**	**2**	**1**	
47	Kemampuan Bapak/Ibu memfasilitasi dan menyajikan kegiatan peserta didik untuk mengumpulkan informasi	**5**	**4**	**3**	**2**	**1**	
48	Kemampuan Bapak/Ibu memfasilitasi dan menyajikan kegiatan peserta didik untuk mengasosiasikan data dan informasi yang dikumpulkan	**5**	**4**	**3**	**2**	**1**	
49	Kemampuan Bapak/Ibu memfasilitasi dan menyajikan kegiatan peserta didik untuk mengkomunikasikan	**5**	**4**	**3**	**2**	**1**	

	pengetahuan dan keterampilan yang diperolehnya						
50	Kemampuan Bapak/Ibu melibatkan peserta didik dalam pemanfaatan sumber belajar	**5**	**4**	**3**	**2**	**1**	
51	Kemampuan Bapak/Ibu melibatkan peserta didik dalam pemanfaatan media pembelajaran	**5**	**4**	**3**	**2**	**1**	
52	Kemampuan Bapak/Ibu melaksanakan penilaian sikap kepada seluruh peserta didik	**5**	**4**	**3**	**2**	**1**	
53	Kemampuan Bapak/Ibu melaksanakan penilaian pengetahuan dalam kegiatan tatap muka	**5**	**4**	**3**	**2**	**1**	
54	Kemampuan Bapak/Ibu melaksanakan penilaian keterampilan dalam kegiatan tatap muka	**5**	**4**	**3**	**2**	**1**	
55	Kemampuan Bapak/Ibu menumbuhkan partisipasi aktif peserta didik melalui interkasi guru, peserta didik dan sumber belajar	**5**	**4**	**3**	**2**	**1**	
PENUTUP							
56	Kegiatan Bapak/Ibu memfasilitasi dan membimbing peserta didik untuk merangkum materi pelajaran	**5**	**4**	**3**	**2**	**1**	
57	Kegiatan Bapak/Ibu memfasilitasi dan membimbing peserta didik untuk merefleksi proses dan materi	**5**	**4**	**3**	**2**	**1**	

	pelajaran						
58	Kegiatan Bapak/Ibu memberikan tes tertulis untuk mengetahui seberapa jauh pemahanan peserta didik	**5**	**4**	**3**	**2**	**1**	
59	Kegiatan Bapak/Ibu mengumpulkan hasil kerja peserta didik sebagai hasil kerja portofolio	**5**	**4**	**3**	**2**	**1**	
60	Kegiatan Bapak/Ibu melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan	**5**	**4**	**3**	**2**	**1**	
61	Kegiatan Bapak/Ibu menginformasikan rencana kegiatan untuk pertemuan berikutnya	**5**	**4**	**3**	**2**	**1**	
EVALUASI							
62	Kemampuan Bapak/Ibu menilai kompetensi sikap melalui observasi	**5**	**4**	**3**	**2**	**1**	
63	Kemampuan Bapak/Ibu menilai kompetensi sikap melalui penilaian diri	**5**	**4**	**3**	**2**	**1**	
64	Kemampuan Bapak/Ibu menilai kompetensi sikap melalui penilaian antar peserta didik	**5**	**4**	**3**	**2**	**1**	
65	Kemampuan Bapak/Ibu menilai pengetahuan peserta didik secara tertulis	**5**	**4**	**3**	**2**	**1**	
66	Kemampuan Bapak/Ibu menilai pengetahuan peserta didik melalui	**5**	**4**	**3**	**2**	**1**	

	penugasan						
67	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes praktik	**5**	**4**	**3**	**2**	**1**	
68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	**5**	**4**	**3**	**2**	**1**	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	**5**	**4**	**3**	**2**	**1**	
70	Kemampuan Bapak/Ibu melakukan penilaian portofolio	**5**	**4**	**3**	**2**	**1**	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

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b. Pembuatan RPP

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2. PELAKSANAAN

a. Membuka pelajaran

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b. Kegiatan Inti

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c. Penutup

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PENILAIAN/EVALUASI

a. Penilaian Kognitif

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b. Penilaian Sikap

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c. Penilaian Keterampilan

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Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini.Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan.Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa.Amin.

Peneliti,

APPENDIX 3

Research Data

Research data

School Code	Teacher Code	Socialization Curriculum 2013 (A)												Preparation of Lesson Plan (B)																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
S1	G1	4	3	4	4	4	4	4	4	3	3	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4
S2	G2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	5	4	4	4	5	5	4	5	5	5	5
S3	G3	2	2	2	3	3	2	2	2	2	3	2	2	3	2	3	3	4	3	4	3	3	3	3	3	3	2	2	2	2	2	4	3
S4	G4	3	3	4	4	4	3	3	4	2	3	3	2	3	3	3	3	4	5	4	4	4	3	3	3	4	4	3	2	3	4	3	4
S5	G5	4	3	4	3	4	3	3	2	2	2	3	2	4	4	3	3	2	2	2	2	3	2	2	2	3	3	2	2	3	2	4	4
S6	G6	4	4	4	4	4	5	5	4	4	4	4	3	4	3	4	4	4	4	4	4	4	3	3	4	3	3	3	3	3	3	4	4
S7	G7	3	4	4	3	4	3	3	3	4	3	4	4	4	4	3	4	3	4	3	3	4	3	4	4	3	4	3	3	3	3	4	4
S8	G8	2	3	4	4	4	4	3	3	3	3	4	3	3	4	4	4	4	4	4	4	4	4	4	3	4	3	3	3	3	3	4	4
S9	G9	2	4	1	2	3	1	4	3	3	3	2	3	3	4	3	4	3	3	3	4	4	3	3	3	3	3	2	2	2	2	3	3
S10	G10	2	4	1	2	2	3	2	3	2	3	3	2	3	3	3	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	3	3
S11	G11	2	4	1	2	3	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	2	2	2	3
S12	G12	2	5	1	2	3	1	3	2	3	3	2	3	3	3	4	4	4	4	3	3	3	3	2	3	3	3	3	3	3	3	3	3
S13	G13	2	4	1	2	3	1	3	2	3	3	3	3	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	4
S14	G14	2	3	3	4	3	3	4	3	4	4	4	4	3	4	4	3	3	3	4	3	4	4	4	4	3	3	4	4	4	3	5	4
S15	G15	4	4	4	4	4	3	4	4	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4
S16	G16	3	3	3	4	4	4	4	3	4	4	3	3	3	3	3	3	4	4	4	4	3	3	3	3	3	3	3	3	4	4	4	4
S17	G17	2	4	1	2	3	1	3	3	3	3	2	3	3	3	3	4	4	4	3	3	3	4	3	3	3	4	3	3	3	3	4	4
S18	G18	3	3	3	4	4	4	4	3	4	4	4	3	3	3	3	4	4	4	3	4	3	3	3	4	3	3	3	3	3	3	4	4
S19	G19	3	3	3	4	4	4	4	3	4	4	4	3	3	3	3	4	4	4	3	3	3	3	3	4	3	3	3	3	3	3	4	4
S20	G20	4	4	4	5	4	5	4	4	3	5	4	5	5	4	5	5	5	5	5	5	5	5	5	4	5	5	5	4	5	5	4	4
S21	G21	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2	3	4
S22	G22	3	3	2	3	2	3	2	3	3	3	3	3	2	2	2	2	2	2	3	3	4	4	3	4	3	3	3	4	4	4	4	4
S23	G23	4	4	3	3	3	3	4	3	3	3	4	4	4	3	4	4	3	3	3	3	3	4	3	4	3	4	3	3	3	3	4	4
S24	G24	3	3	3	3	3	3	3	4	4	4	3	3	3	4	4	3	3	4	3	4	3	3	3	3	3	4	3	3	3	3	4	4
S25	G25	4	4	4	4	4	4	4	3	3	4	3	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	3	4	4	4	4	4
S26	G26	3	4	3	3	3	2	3	2	3	3	4	3	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	3	4	4	4	4
S27	G27	3	2	3	3	4	4	2	2	3	3	4	3	4	4	3	4	4	3	3	4	3	2	1	2	2	3	2	1	2	3	2	3
S28	G28	3	3	4	4	4	3	4	3	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4
S29	G29	4	4	1	3	4	1	3	3	3	3	.3	4	4	4	4	4	4	3	4	3	2	2	3	2	3	4	2	2	2	2	4	4
S30	G30	3	4	3	4	4	3	3	4	3	3	3	4	4	3	3	3	4	3	2	2	2	3	3	3	2	2	3	3	4	3	3	3
S31	G31	1	2	1	1	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	2	2	2	2	4	5	5	5	5	5
Total		92	109	87	101	108	93	103	95	98	104	103	101	107	104	105	108	111	111	103	105	103	101	97	101	97	103	95	93	102	100	115	119

Point Number																																						
Chemistry Learning Process (C)																															Evaluation of Chemistry Learni							
33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68
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115	115	116	109	121	111	114	113	115	114	104	113	105	109	108	105	103	112	110	105	108	104	112	112	107	117	99	103	115	101	96	92	110	111	102	90

		Total			
ng (D)					
69	**70**	A	B	C	D
4	4	45	68	119	33
5	5	60	79	148	45
3	2	27	50	98	26
4	4	38	62	102	31
2	2	35	46	104	24
4	3	49	63	116	28
3	3	42	62	108	28
3	3	40	65	119	30
2	2	31	54	98	24
2	2	29	41	80	19
2	2	31	50	84	21
2	2	30	57	93	24
3	3	30	60	107	26
3	3	41	64	118	27
4	4	46	70	117	34
3	3	42	60	116	29
3	3	30	59	123	31
3	3	43	59	118	29
3	3	43	58	118	29
4	5	51	87	140	42
3	3	37	52	100	26
3	3	33	54	115	32
3	3	41	60	110	29
3	3	39	59	108	27
3	4	45	69	123	33
3	4	36	58	102	34
2	3	36	50	99	23
4	4	44	75	130	36
1	1	36	54	95	23
2	2	41	52	96	25
3	2	23	49	124	19
92	93	1194	1846	3428	887

APPENDIX 4

Identity of Respondents

Identity of Respondents

Kode SMA	Kode Guru	Kualifikasi			SosialisasiKurikulum 2013 yang telahdiikuti
		Pendidikian terakhir	Pengalaman Mengajar	Sertifikasi	
SMA Kolombo	G1	S1	22 tahun	Sudah	1. Diklat Kurikulum 2013 DIY
SMA Islam 3 Pakem	G2	S1	28 tahun	Sudah	1. Dari pusat 2. Dari Dinas Provinsi DIY 3. Diklat Kurikulum 2013 oleh Dikpora Sleman 4. Dari LPMP
SMA Muh. Boarding School	G3	S1	1 tahun	Sudah	1. Sosialisasi Kurikulum 2013 di Sekolah
SMA N 2 Sleman	G4	S1	20 tahun	Sudah	1. Diklat Kurikulum 2013 oleh Dinas
SMA Mandala Bhakti Depok	G5	S1	24 tahun	Sudah	1. Diklat Kurikulum 2013 oleh LPMP
SMA Islam 1 Prambanan	G6	S1	15 tahun	Sudah	1. Sosialisasi Kurikulum 2013 di sekolah
SMA N 1 Ngaglik	G7	S1	24 tahun	Sudah	1. Diklat SDM Kurikulum 2013 2. Sosialisasi Kurikulum 2013
SMA Muh. Sleman	G8	S1	17 tahun	Sudah	1. Diklat Kurikulum 2013 oleh dinas
SMA N 1 Cangkringan	G9	S1	20 tahun	Sudah	1. Diklat Kurikulum 2013 oleh Dinas
SMA N 1 Sleman	G10	S1	24 tahun	Sudah	1. Diklat Kurikulum 2013 oleh Dinas

SMA N 1 Ngemplak	G11	S1	15 tahun	Sudah	1. Diklat Kurikulum 2013 oleh Dinas
SMA N 1 Minggir	G12	S1	18 tahun	Sudah	1. Diklat Kurikulum 2013 oleh Dinas
SMA N 1 Kalasan	G13	S1	22 tahun	Sudah	1. Diklat Kurikulum 2013 oleh Dinas
SMA N 1 Turi	G14	S1	21 tahun	Sudah	1. Diklat Kurikulum 2013 di Kaliurang oleh LPMP
SMA N 1 Pakem	G15	S1	23 tahun	Sudah	1. Diklat Kurikulum 2013 oleh Dinas
SMA N 1 Godean	G16	S1	28 tahun	Sudah	1. Diklat Kurikulum 2013 oleh Dinas 2. Sosialisasi Kurikulum 2013 oleh sekolah
SMA N 1 Depok	G17	S1	10 tahun	Sudah	1. Diklat Kurikulum 2013 oleh LPMP
SMA N 2 Ngaglik	G18	S1	26 tahun	Sudah	1. Diklat kurikulum 2013 oleh Dinas
MAN Yogyakarta III	G19	S1	22 tahun	Sudah	1. Diklat Kurikulum 2013 oleh Dinas
SMA Sunan Kalijogo	G20	D3	24 tahun	Sudah	1. Sosialisasi Kurikulum 2013 oleh Bapak Supriyadi,S.Pd.,M.M. 2. Sosialisasi tentang pemikiran kurikulum 2013
SMA Muh. Pakem	G21	S1	25 tahun	Sudah	1. Diklat Kurikulum2013 oleh LPMP
MA Hidayatullah	G22	S1	8 tahun	Belum	1. Sosialisasi Kurikulum 2013 di sekolah
SMA Muh. Kalasan	G23	S1	14 tahun	Sudah	1. Diklat Kurikulum 2013 oleh Dinas

SMA Muh. 1 Prambanan	G24	S1	20 tahun	Sudah	1. DiklatKurikulum 2013 oleh Dinas 2. Sosialisasi Kurikulum 2013 dengan pengawas sekolah
SMA Angkasa	G25	S1	28 tahun	Sudah	1. Diklat kurikulum 2013 oleh Dinas
SMA Sulaiman	G26	S1	10 tahun	Sudah	1. Sosialisasi Kurikulum 2013 di sekolah
MAN Pakem	G27	S2	22 tahun	Sudah	1. Bimtek Kurikulum 2013
SMA Tiga Maret Yogyakarta	G28	S1	1,5 tahun	Belum	1. Sosialisasi Kurikulum 2013 oleh pengawas sekolah
MAN Godean	G29	S2	15 tahun	Sudah	1. Bimtek Kurikulum 2013 2. Sosialisasi Kurikulum 2013 di sekolah
MAN Tempel	G30	S1	17 tahun	Sudah	1. Bimtek Kurikulum 2013
SMA Immanuel Kalasan	G31	S1	12 tahun	Sudah	1. Diklat Kurikulum 2013 oleh Dinas

APPENDIX 5

Calculation

DATA ANALYSIS

A. Average percentage of Socialization of Curriculum-2013, preparation of lesson plan, chemistry learning activity, and evaluation of chemistry learning based on Curriculum-2013

1. Calculating total score of each teachers in every aspect
2. Calculating the percentage score of each teacher in every aspect obtained from step (1) as follow :
   a. Socialization of Curriculum-2013 with the maximum score of 60

   Sample teacher 1 (G1) :

$$Score\ percentage = \frac{Total\ score\ of\ aspect\ A1}{Maximum\ score\ of\ A1}\ x\ 100\%$$

$$= \frac{45}{60}\ x\ 100\%$$

$$= 75.0000\%$$

   For sample 2 until 31, they can be calculated using the same way as sample 1.

   b. Preparation of Lesson Plan with the maximum score of 90 *Sample teacher 1(G1) :*

$$Score\ percentage = \frac{Total\ score\ of\ aspect\ B1}{Maximum\ score\ of\ B1}\ x\ 100\%$$

$$= \frac{68}{90}\ x\ 100\%$$

$$= 75.5556\%$$

For sample 2 until 31, they can be calculated using the same way as sample 1.

c. Chemistry Teaching–learning process with maximum score of 150

Sample teacher 1(G1) :

$$Score\ percentage = \frac{Total\ score\ of\ aspect\ C1}{Maximum\ score\ of\ C1}\ x\ 100\%$$

$$= \frac{119}{150}\ x\ 100\%$$

$$= 79.3333\%$$

For sample 2 until 31, they can be calculated using the same way as sample 1.

d. Evaluation of Chemistry Teaching–learning process with maximum score of 45 *Sample teacher 1(G1) :*

$$Score\ percentage = \frac{Total\ score\ of\ aspect\ D1}{Maximum\ score\ of\ D1}\ x\ 100\%$$

$$= \frac{33}{45}\ x\ 100\%$$

$$= 73.3333\%$$

For sample 2 until 31, they can be calculated using the same way as sample 1.

3. Calculating the average percentage of all teachers every aspect of the way :

a. Socialization of Curriculum-2013 with the number of sample is 31

$$Mean\ percentage = \frac{Total\ \ score\ \ percentage}{Number\ \ \ of\ \ sample}$$

=

$$\frac{\begin{array}{c}75.0000+100.0000+45.0000+63.3333+58.3333+81.6667+70.0000+66.6667+51.6667+48.333+51.6667\\+50.0000+50.0000+68.3333+76.6667+70.000+50.0000+71.6667+71.6667+85.0000+61.6667+55.0000\\+68.3333+65.0000+75.0000+60.0000+60.0000+73.3333+60.0000+68.3333+38.3333\end{array}}{31}$$

= 64.1935%

b. Preparation of lesson plan

$$Mean\ percentage = \frac{Total\ score\ percentage}{Number\ of\ sample}$$

=

$$\frac{\begin{array}{c}75.5556+87.7778+55.5556+68.8889+51.1111+70.0000+68.8889+72.2222+60.0000+45.5556+55.5556\\+63.3333+66.6667+71.1111+66.6667+65.5556+65.5556+64.4444+96.6667+57.7778+60.0000+66.6667\\+65.5556+76.6667+64.4444+55.5556+83.3333+60.0000+57.7778+54.4444\end{array}}{31}$$

= 66.1649 %

c. Chemistry Teaching–learning process

$$Mean\ percentage = \frac{Total\ score\ percentage}{Number\ of\ sample}$$

=

$$\frac{\begin{array}{c}79.3333+98.6667+65.3333+68.0000+69.3333+77.3333+72.0000+79.3333+65.3333+53.3333+56.0000\\+62.0000+71.3333+78.6667+78.0000+77.3333+82.0000+78.6667+78.6667+93.3333+66.6667+76.6667\\+73.3333+72.0000+82.0000+68.0000+66.0000+66.0000+86.6667+63.3333+64.0000+82.6667\end{array}}{31}$$

= 73.7204%

d. Evaluation of chemistry Teaching–learning

$$Mean\ percentage = \frac{Total\ score\ percentage}{Number\ of\ sample}$$

=

$$\frac{\begin{array}{c}73.3333+100.0000+57.7778+68.8889+53.3333+62.2222+62.2222+66.6667+53.3333+42.2222+46.6667\\+53.3333+57.7778+60.0000+75.5556+64.4444+93.3333+57.7778+71.1111+64.4444+60.0000+73.3333\\+75.5556+51.1111+80.0000+51.1111+55.5556+42.2222\end{array}}{31}$$

= 63.5842%

Conversing the score percentage into degree of implementation of Curriculum-2013 in chemistry teaching learning in Sleman regency high schools for every aspect using the conversion guidelines adopted from academic regulations of IKIP Yogyakarta year 1997 as Table 3.

B. The correlation between socialization of Curriculum-2013 and preparation of lesson plan, chemistry teaching–learning process, and the evaluation of chemistry teaching learning

The correlation between socialization of Curriculum-2013 and preparation of lesson plan, chemistry learning process, and evaluation of chemistry learning can be calculated by using the product–moment correlation technique.

1. Determining the research variables

   A = Socialization of Curriculum-2013

   B = Preparation of lesson plan based on Curriculum-2013

   C = Chemistry teaching–learning process based on Curriculum-2013

   D = Evaluation of Chemistry teaching–learning based on Curriculum 2013

2. Determining the correlation coefficient

$$r_{ab} = \frac{\sum ab}{\sqrt{(\sum a^2)(\sum b^2)}}$$

Note: r_{ab} = correlation coefficient

$$\sum ab = \sum AB - \frac{(\sum A)(\sum B)}{N}$$

$$\sum a^2 = \sum A^2 - \frac{(\sum A)^2}{N}$$

$$\sum b^2 = \sum B^2 - \frac{(\sum B)^2}{N}$$

N = The number of cases

The Correlation between Socialization of Curriculum-2013 and Preparation of Lesson Plan

No	Teacher	A	B	A^2	B^2	AB
1	G1	75.0000	75.5556	5625.0000	5708.6420	5666.6667
2	G2	100.0000	87.7778	10000.0000	7704.9383	8777.7778
3	G3	45.0000	55.5556	2025.0000	3086.4198	2500.0000
4	G4	63.3333	68.8889	4011.1111	4745.6790	4362.9630
5	G5	58.3333	51.1111	3402.7778	2612.3457	2981.4815
6	G6	81.6667	70.0000	6669.4444	4900.0000	5716.6667
7	G7	70.0000	68.8889	4900.0000	4745.6790	4822.2222
8	G8	66.6667	72.2222	4444.4444	5216.0494	4814.8148
9	G9	51.6667	60.0000	2669.4444	3600.0000	3100.0000
10	G10	48.3333	45.5556	2336.1111	2075.3086	2201.8519
11	G11	51.6667	55.5556	2669.4444	3086.4198	2870.3704
12	G12	50.0000	63.3333	2500.0000	4011.1111	3166.6667
13	G13	50.0000	66.6667	2500.0000	4444.4444	3333.3333
14	G14	68.3333	71.1111	4669.4444	5056.7901	4859.2593
15	G15	76.6667	77.7778	5877.7778	6049.3827	5962.9630
16	G16	70.0000	66.6667	4900.0000	4444.4444	4666.6667
17	G17	50.0000	65.5556	2500.0000	4297.5309	3277.7778
18	G18	71.6667	65.5556	5136.1111	4297.5309	4698.1481
19	G19	71.6667	64.4444	5136.1111	4153.0864	4618.5185

20	G20	85.0000	96.6667	7225.0000	9344.4444	8216.6667
21	G21	61.6667	57.7778	3802.7778	3338.2716	3562.9630
22	G22	55.0000	60.0000	3025.0000	3600.0000	3300.0000
23	G23	68.3333	66.6667	4669.4444	4444.4444	4555.5556
24	G24	65.0000	65.5556	4225.0000	4297.5309	4261.1111
25	G25	75.0000	76.6667	5625.0000	5877.7778	5750.0000
26	G26	60.0000	64.4444	3600.0000	4153.0864	3866.6667
27	G27	60.0000	55.5556	3600.0000	3086.4198	3333.3333
28	G28	73.3333	83.3333	5377.7778	6944.4444	6111.1111
29	G29	60.0000	60.0000	3600.0000	3600.0000	3600.0000
30	G30	68.3333	57.7778	4669.4444	3338.2716	3948.1481
31	G31	38.3333	54.4444	1469.4444	2964.1975	2087.0370
Total	31	1990.0000	2051.1111	132861.1111	139224.6914	134990.7407

Remarks:

A = Socialization of Curriculum-2013

B = Preparation of Lesson Plan

$$\sum ab = \sum AB - \frac{(\sum A)(\sum B)}{N}$$

$$\sum ab = 134990.7407 - \frac{(1990.0000)(2051.1111)}{31}$$

$$= 3322.6411$$

$$\sum a^2 = \sum A^2 - \frac{(\sum A)^2}{N}$$

$$=132861.1111 - \frac{(1990.0000)^2}{31}$$

$$= 5115.9498$$

$$\sum b^2 = \sum B^2 - \frac{(\sum B)^2}{N}$$

$$= 139224.6914 - \frac{(2051.1111)^2}{31}$$

$$= 3513.1835$$

$$r_{ab} = \frac{\sum ab}{\sqrt{(\sum a^2)(\sum b^2)}}$$

$$r_{ab} = \frac{3322.6411}{\sqrt{(5115.9498)(3513.1835)}}$$

$$= 0.7837$$

The Correlation between Socialization of Curriculum-2013 and Chemistry Teaching–learning Process

No	Teacher	A	C	A^2	C^2	AC
1	G1	75.0000	79.3333	5625.0000	6293.7778	5950.0000
2	G2	100.0000	98.6667	10000.0000	9735.1111	9866.6667
3	G3	45.0000	65.3333	2025.0000	4268.4444	2940.0000
4	G4	63.3333	68.0000	4011.1111	4624.0000	4306.6667
5	G5	58.3333	69.3333	3402.7778	4807.1111	4044.4444
6	G6	81.6667	77.3333	6669.4444	5980.4444	6315.5556
7	G7	70.0000	72.0000	4900.0000	5184.0000	5040.0000
8	G8	66.6667	79.3333	4444.4444	6293.7778	5288.8889
9	G9	51.6667	65.3333	2669.4444	4268.4444	3375.5556
10	G10	48.3333	53.3333	2336.1111	2844.4444	2577.7778
11	G11	51.6667	56.0000	2669.4444	3136.0000	2893.3333
12	G12	50.0000	62.0000	2500.0000	3844.0000	3100.0000
13	G13	50.0000	71.3333	2500.0000	5088.4444	3566.6667

14	G14	68.3333	78.6667	4669.4444	6188.4444	5375.5556
15	G15	76.6667	78.0000	5877.7778	6084.0000	5980.0000
16	G16	70.0000	77.3333	4900.0000	5980.4444	5413.3333
17	G17	50.0000	82.0000	2500.0000	6724.0000	4100.0000
18	G18	71.6667	78.6667	5136.1111	6188.4444	5637.7778
19	G19	71.6667	78.6667	5136.1111	6188.4444	5637.7778
20	G20	85.0000	93.3333	7225.0000	8711.1111	7933.3333
21	G21	61.6667	66.6667	3802.7778	4444.4444	4111.1111
22	G22	55.0000	76.6667	3025.0000	5877.7778	4216.6667
23	G23	68.3333	73.3333	4669.4444	5377.7778	5011.1111
24	G24	65.0000	72.0000	4225.0000	5184.0000	4680.0000
25	G25	75.0000	82.0000	5625.0000	6724.0000	6150.0000
26	G26	60.0000	68.0000	3600.0000	4624.0000	4080.0000
27	G27	60.0000	66.0000	3600.0000	4356.0000	3960.0000
28	G28	73.3333	86.6667	5377.7778	7511.1111	6355.5556
29	G29	60.0000	63.3333	3600.0000	4011.1111	3800.0000
30	G30	68.3333	64.0000	4669.4444	4096.0000	4373.3333
31	G31	38.3333	82.6667	1469.4444	6833.7778	3168.8889
Total	31	1990.0000	2285.3333	132861.1111	171472.8889	149250.0000

Remarks:

A = Socialization of Curriculum-2013

C = Chemistry Teaching–learning Process

$$\sum ac = \sum AC - \frac{(\sum A)(\sum C)}{N}$$

$$\sum ac = 149250.0000 - \frac{(1990.0000)(2285.3333)}{31}$$

= 2546.3462

$$\sum a^2 = \sum A^2 - \frac{(\sum A)^2}{N}$$

$$\sum a^2 = 132861.1111 - \frac{(1990.0000)^2}{31}$$

= 5115.9498

$$\sum c^2 = \sum C^2 - \frac{(\sum C)^2}{N}$$

$$\sum c^2 = 171472.8889 - \frac{(2285.3333)^2}{31}$$

= 2997.1375

$$r_{ac} = \frac{\sum ac}{\sqrt{(\sum a^2)(\sum c^2)}}$$

$$r_{ac} = \frac{2546.3462}{\sqrt{(5115.9498)(2997.1375)}}$$

= 0.6503

The Correlation between Socialization of Curriculum-2013 and Evaluation of Chemistry Teaching–learning

No	Teacher	A	D	A^2	D^2	AD
1	G1	75.0000	73.3333	5625.0000	5377.7778	5500.0000
2	G2	100.0000	100.0000	10000.0000	10000.0000	10000.0000
3	G3	45.0000	57.7778	2025.0000	3338.2716	2600.0000
4	G4	63.3333	68.8889	4011.1111	4745.6790	4362.9630
5	G5	58.3333	53.3333	3402.7778	2844.4444	3111.1111
6	G6	81.6667	62.2222	6669.4444	3871.6049	5081.4815

7	G7	70.0000	62.2222	4900.0000	3871.6049	4355.5556
8	G8	66.6667	66.6667	4444.4444	4444.4444	4444.4444
9	G9	51.6667	53.3333	2669.4444	2844.4444	2755.5556
10	G10	48.3333	42.2222	2336.1111	1782.7160	2040.7407
11	G11	51.6667	46.6667	2669.4444	2177.7778	2411.1111
12	G12	50.0000	53.3333	2500.0000	2844.4444	2666.6667
13	G13	50.0000	57.7778	2500.0000	3338.2716	2888.8889
14	G14	68.3333	60.0000	4669.4444	3600.0000	4100.0000
15	G15	76.6667	75.5556	5877.7778	5708.6420	5792.5926
16	G16	70.0000	64.4444	4900.0000	4153.0864	4511.1111
17	G17	50.0000	68.8889	2500.0000	4745.6790	3444.4444
18	G18	71.6667	64.4444	5136.1111	4153.0864	4618.5185
19	G19	71.6667	64.4444	5136.1111	4153.0864	4618.5185
20	G20	85.0000	93.3333	7225.0000	8711.1111	7933.3333
21	G21	61.6667	57.7778	3802.7778	3338.2716	3562.9630
22	G22	55.0000	71.1111	3025.0000	5056.7901	3911.1111
23	G23	68.3333	64.4444	4669.4444	4153.0864	4403.7037
24	G24	65.0000	60.0000	4225.0000	3600.0000	3900.0000
25	G25	75.0000	73.3333	5625.0000	5377.7778	5500.0000
26	G26	60.0000	75.5556	3600.0000	5708.6420	4533.3333
27	G27	60.0000	51.1111	3600.0000	2612.3457	3066.6667
28	G28	73.3333	80.0000	5377.7778	6400.0000	5866.6667
29	G29	60.0000	51.1111	3600.0000	2612.3457	3066.6667
30	G30	68.3333	55.5556	4669.4444	3086.4198	3796.2963
31	G31	38.3333	42.2222	1469.4444	1782.7160	1618.5185
Total	31	1990.0000	1971.1111	132861.1111	130434.5679	130462.9630

Remarks:

A = Socialization of Curriculum-2013

D = Evaluation of Chemistry Teaching–learning

$$\sum ad = \sum AD - \frac{(\sum A)(\sum D)}{N}$$

$$\sum ad = 130462.9630 - \frac{(1990.0000)(1971.1111)}{31}$$

$$= 3930.3472$$

$$\sum a^2 = \sum A^2 - \frac{(\sum A)^2}{N}$$

$$\sum a^2 = 132861.1111 - \frac{(1990.0000)^2}{31}$$

$$= 5115.9498$$

$$\sum d^2 = \sum D^2 - \frac{(\sum d)^2}{N}$$

$$\sum d^2 = 130434.5679 - \frac{(1971.1111)^2}{31}$$

$$= 5102.9883$$

$$r_{ad} = \frac{\sum ad}{\sqrt{(\sum a^2)(\sum d^2)}}$$

$$r_{ad} = \frac{3930.3472}{\sqrt{(5115.9498)(5102.9883)}}$$

$$= 0.7692$$

APPENDIX 6

Data Analysis Results

Percentage and Category of Implementation Curriculum-2013

No	Teacher	Aspect							
		A		B		C		D	
		%	Category	%	Category	%	Category	%	Category
1	G1	75.0000	Very High	75.5556	High	79.3333	High	73.3333	High
2	G2	100.0000	High	87.7778	Very High	98.6667	Very High	100.0000	Very High
3	G3	45.0000	Low	55.5556	Medium	65.3333	Medium	57.7778	Medium
4	G4	63.3333	Medium	68.8889	High	68.0000	High	68.8889	High
5	G5	58.3333	Medium	51.1111	Low	69.3333	High	53.3333	Low
6	G6	81.6667	Very High	70.0000	High	77.3333	High	62.2222	Medium
7	G7	70.0000	High	68.8889	High	72.0000	High	62.2222	Medium
8	G8	66.6667	High	72.2222	High	79.3333	High	66.6667	High
9	G9	51.6667	Low	60.0000	Medium	65.3333	Medium	53.3333	Low
10	G10	48.3333	Low	45.5556	Low	53.3333	Low	42.2222	Low
11	G11	51.6667	Low	55.5556	Medium	56.0000	Medium	46.6667	Low
12	G12	50.0000	Low	63.3333	Medium	62.0000	Medium	53.3333	Low
13	G13	50.0000	Low	66.6667	High	71.3333	High	57.7778	Medium
14	G14	68.3333	High	71.1111	High	78.6667	High	60.0000	Medium

15	G15	76.6667	High	77.7778	High	78.0000	High	75.5556	High
16	G16	70.0000	High	66.6667	High	77.3333	High	64.4444	Medium
17	G17	50.0000	Low	65.5556	High	82.0000	Very High	68.8889	High
18	G18	71.6667	High	65.5556	High	78.6667	High	64.4444	Medium
19	G19	71.6667	High	64.4444	Medium	78.6667	High	64.4444	Medium
20	G20	85.0000	Very High	96.6667	Very High	93.3333	Very High	93.3333	Very High
21	G21	61.6667	Medium	57.7778	Medium	66.6667	High	57.7778	Medium
22	G22	55.0000	Low	60.0000	Medium	76.6667	High	71.1111	High
23	G23	68.3333	High	66.6667	High	73.3333	High	64.4444	Medium
24	G24	65.0000	Medium	65.5556	High	72.0000	High	60.0000	Medium
25	G25	75.0000	High	76.6667	High	82.0000	Very High	73.3333	High
26	G26	60.0000	Medium	64.4444	Medium	68.0000	High	75.5556	High
27	G27	60.0000	Medium	55.5556	Medium	66.0000	High	51.1111	Low
28	G28	73.3333	High	83.3333	Very High	86.6667	Very High	80.0000	Very High
29	G29	60.0000	Medium	60.0000	Medium	63.3333	Medium	51.1111	Low
30	G30	68.3333	High	57.7778	Medium	64.0000	Medium	55.5556	Medium
31	G31	38.3333	Very Low	54.4444	Low	82.6667	Very High	42.2222	Low
AVERAGE		64.1936	Medium	66.1649	High	73.7204	High	63.5842	Medium

Remarks :

A = Socialization of Curriculum-2013

B = Preparation of Lesson Plan

C = Chemistry Teaching–learning Process

D = Evaluation of Chemistry Teaching–learning

APPENDIX 7

Table of Correlation Coefficient

(r_{table})

Correlation Coefficient (r_{table})

n	Taraf Signifikan		n	Taraf Signifikan		n	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	10	0,195	0,256
13	0,553	0,684	37	0,325	0,418	12	0,176	0,230
14	0,532	0,661	38	0,320	0,413	15	0,159	0,210
15	0,514	0,641	39	0,316	0,408	17	0,148	0,194
16	0,497	0,623	40	0,312	0,403	20	0,138	0,181
17	0,482	0,606	41	0,308	0,398	30	0,113	0,148
18	0,468	0,590	42	0,304	0,393	40	0,098	0,128
19	0,456	0,575	43	0,301	0,389	50	0,088	0,115
20	0,444	0,561	44	0,297	0,384	60	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

APPENDIX 8

Constraints Faced by Teachers

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	(3)	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	(3)	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	(3)	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

Masih sangat kurang, masih terlalu teoritis karena IN juga belum pengalaman di kur 13.

b. Pembuatan RPP

Lebih ribet karena banyak objek penilaian yg harus kita ukur

2. PELAKSANAAN

a. Membuka pelajaran

Tidak terlalu ada kendala selama kita mempelajari dulu sebelum kita mengajar

b. Kegiatan Inti

Kurang bisa mengarahkan anak ke pembelajaran yg benar " scientifik karena keterbatasan sarana dan sumber belajar peserta didik

c. Penutup

Terkadang untuk memberi tugas browsing ke internet harus berpikir 2x lipat dulu karena fasilitas anak didik masih kurang.

3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

Terlalu ribet karena banyak aspek.

b. Penilaian Sikap

Kurang waktu, karena tidak mungkin menilai sikap dg objektif sambil memberikan materi pelajaran.

c. Penilaian Keterampilan

Terlalu ribet karena aspek semua harus dinilai

Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	(3)	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	(3)	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	(4)	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

* Membuat RPP dari Silabus
* Membuat Matrikulasi (jika ada materi yang berbeda / loncat ke jenjang atas / bawah.
* Membuat LKS bahan ajar diskusi kelompok.

b. Pembuatan RPP

Urutan / Langkah : sama dari EEK diganti dengan 5M.

* Identitas, KI (1-4), KD dan Indikator, Tujuan pembelajaran, Materi pembelajaran, Metode pembelajaran, Media, Alat dan Sumber pembelajaran

Langkah : Kegiatan Pembelajaran, Penilaian.

2. PELAKSANAAN

a. Membuka pelajaran

• Pendahuluan : Apersepsi, motivasi, masalah
(Sama dengan KT 2006)

b. Kegiatan Inti

• Dari EEK diganti 5M
• Diskusi kelompok, kadang tidak tercapai/
kurang waktu, sehingga latihan soal kurang

c. Penutup

• Sama : - Refleksi, post test, PR (tugas)
Menyampaikan materi untuk pertemuan
berikutnya dan tugas baca.

3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

• Sama : ulangan harian dalam bentuk uraian
dan tugas.

b. **Penilaian Sikap**

- Waktu presentasi dan mengerjakan tugas, waktu diskusi.
- Banyak membutuhkan kertas untuk jurnal / penilaian harian tejawat, observasi

c. **Penilaian Keterampilan**

- Pada waktu melakukan praktikum di laboratorium, membuat laporan individu, dan melakukan kegiatan (latihan soal)

Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

Belum pernah mengikuti pengarahan kurikulum 2013

b. Pembuatan RPP

Meminjam teman kemudian membuat

2. PELAKSANAAN

a. Membuka pelajaran

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b. Kegiatan Inti

Inti seperti biasa.

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c. Penutup

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3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

diskusi kelompok.

.....

.....

.....

b. Penilaian Sikap

Spiritual, disiplin, kerjasama.

c. Penilaian Keterampilan

Presentasi, diskusi kelompok.

Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	(3)	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	(3)	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	(3)	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

Kurang tegas dalam pengaratan kurikulum 2013 sehingga urutan materi dan buku-buku yang digunakan kurang sempurna.

b. Pembuatan RPP

Lumayan

2. PELAKSANAAN

a. Membuka pelajaran

1. salam
2. apersepsi
3. review materi sebelumnya
4. menyampaikan tujuan pembelajaran yang akan dicapai

b. Kegiatan Inti

1. tanya - jawab
2. pembentukan kelompok
3. pengaratan tugas kelompok
4. pendampingan tugas kelompok
5. masing - masing kelompok presentasi

c. Penutup

1. refleksi dari materi dan kegiatan yang telah dilakukan
2. ~~tesu patan bertanya~~ salam penutup

3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

Menilai hasil akademis dari masing - masing kelompok melalui lembar tugas yang telah dikerjakan

b. Penilaian Sikap

Perlu lebih memahami karakter dari masing-masing siswa

c. Penilaian Keterampilan

Perlu lebih dari 1 guru untuk menilai keterampilan siswa agar hasilnya bisa dipertanggung jawabkan

Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

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b. Pembuatan RPP

- terlalu banyak konsep yg diterapkan

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2. PELAKSANAAN

a. Membuka pelajaran

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b. Kegiatan Inti

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c. Penutup

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3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

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b. Penilaian Sikap

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c. Penilaian Keterampilan

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Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

Tidak menerima pengarahan

b. Pembuatan RPP

Tidak ada pengarahan pembuatan rpp, guru harus kreatif mencari informasi sendiri

2. PELAKSANAAN

a. Membuka pelajaran

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b. Kegiatan Inti

Fasilitas belum memenuhi standar untuk # K-13.

c. Penutup

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3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

Tidak ada instrumen penilaian.

b. Penilaian Sikap

Tidak memiliki instrumen penilaian

c. Penilaian Keterampilan

Tidak memiliki instrumen penilaian

Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

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b. Pembuatan RPP

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2. PELAKSANAAN

a. Membuka pelajaran

- Salam
- Doa
- Apersepsi

b. Kegiatan Inti

- Diskusi informasi

c. Penutup

- Merangkup
- Tugas

3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

Tes tertulis
Tes lesan

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b. Penilaian Sikap

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c. Penilaian Keterampilan

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Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

Pelatihan matrik

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b. Pembuatan RPP

Terlalu administratif

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2. PELAKSANAAN

a. Membuka pelajaran

Tak ada kendala

b. Kegiatan Inti

Tak ada kendala

c. Penutup

Tak ada kendala

3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

Tak ada kendala

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b. Penilaian Sikap

Pada dasarnya

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c. Penilaian Keterampilan

Pada dasarnya

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Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

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b. Pembuatan RPP

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2. PELAKSANAAN

a. Membuka pelajaran

- Memberi salam
- Menanyakan kehadiran siswa
- Memberi kesempatan bertanya tentang materi pertemuan sebelumnya
- Menyampaikan tujuan pembelajaran
- Mengaitkan materi yg akan dipelajari dg materi sebelumnya

b. Kegiatan Inti

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c. Penutup

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3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

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b. Penilaian Sikap

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c. Penilaian Keterampilan

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Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

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b. Pembuatan RPP

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2. PELAKSANAAN

a. Membuka pelajaran

- Salam pembuka
- Apersepsi
- menghubungkan materi sekarang dengan materi yg lalu

b. Kegiatan Inti

- Menstimulus
- ~~mekakan~~ mengeksplorasi
- mempresentasikan
- mengkomunikasikan
- mengumpulkan

c. Penutup

- membuat kesimpulan
- merefleksikan
- evaluasi

3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

- Tes tertulis
- Tugas
- Porto folio

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b. Penilaian Sikap

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c. Penilaian Keterampilan

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Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	(3)	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	(3)	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	(3)	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

Masih terasa kurang

b. Pembuatan RPP

Masih terasa kurang, karena baru melaksanakan dan baru diikutkan dlm diklat september 2014

2. PELAKSANAAN

a. Membuka pelajaran

Sudah bisa ~~meng~~ melakukan

b. Kegiatan Inti

Sudah merasa bisa

c. Penutup

Sudah merasa senang.

3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

Sudah cukup

b. Penilaian Sikap

Sudah merasa cukup.

c. Penilaian Keterampilan

Belum cukup

Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	(3)	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	(3)	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	(3)	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

- kurang jelas karena belum menggambarkan K13 dengan model pembelajaran secara saintifik

b. Pembuatan RPP

untuk materi ~~yang~~ tidak semua bisa di buat saintifik

2. PELAKSANAAN

a. Membuka pelajaran

b. Kegiatan Inti

c. Penutup

3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

b. **Penilaian Sikap**

kurang praktis karena terlalu banyak yang harus dinilai (tidak efisien) dan terlalu banyak menyita waktu.

c. **Penilaian Keterampilan**

tidak efisien dan terlalu banyak menyita waktu

Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	(3)	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	(3)	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	(3)	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

Ada namun masih kurang

b. Pembuatan RPP

U/ materi yg tdk semua bisa dibuat saintifik

2. PELAKSANAAN

a. Membuka pelajaran

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b. Kegiatan Inti

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c. Penutup

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3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

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b. Penilaian Sikap

Kurang praktis karena terlalu banyak yg harus dinilai (tdk efisien) dan terlalu banyak menyita waktu.

c. Penilaian Keterampilan

Tdk efisien dan terlalu banyak menyita waktu.

Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

Kurang pas dengan essensi pendekatan saintifik.

Kurang dilatih membuat RPP/LKS yang saintifik.

b. Pembuatan RPP

Untuk materi yg teoritis masih sulit di saintifikasi

2. PELAKSANAAN

a. Membuka pelajaran

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b. Kegiatan Inti

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c. Penutup

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3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

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- .....
- .....

b. Penilaian Sikap

Terlalu bertele-tele (tidak praktis).

c. Penilaian Keterampilan

Terlalu bertele-tele (tidak praktis)

Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

Belum sesuai yg diharapkan dg pendekatan scientificnya.

b. Pembuatan RPP

2. PELAKSANAAN

a. Membuka pelajaran

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b. Kegiatan Inti

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c. Penutup

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3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

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b. Penilaian Sikap

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c. Penilaian Keterampilan

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Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

Tentang peralatan : yang belum siap di sekolah kami, laboratorium yg belum ada juga belum mendukung terlaksanaya kurikulum 13. Siswa yang juga dalam menjalankan / belajar belum di dukung oleh buku yang memadai.

b. Pembuatan RPP

Guru juga mengalami kendala dalam pembuatan RPP - Apalagi guru2 yang berada di sekolah pinggiran / swasta yg harus di tuntut administrasi yg memadai.

2. PELAKSANAAN

a. Membuka pelajaran

Sebelum pembelajaran guru mengadakan pretest terlebih dahulu. Setelah itu baru menyampaikan materi / Kompetensi Dasar (KD) yang akan di bahas.

b. Kegiatan Inti

Siswa di ajak untuk berdiskusi kelompok. Setelah mendapatkan hasil per kelompok di buat lesan pula tentang materi yang yang di bahas.

c. Penutup

Sebelum mengakhiri suatu KD guru mengadakan evaluasi / penegasan secara tertulis / lisan.

3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

Dengan test tertulis dan penugasan

b. Penilaian Sikap

Guru juga mengalami kesulitan tentang penilaian sikap.

c. Penilaian Keterampilan

Guru juga masih sulit menilai dalam alat ketrampilan karena alat ? yg belum ada / memadai sehingga lebih juga belum siap.

Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

Masih belum begitu paham

b. Pembuatan RPP

Perlu bimbingan dalam pembuatan RPP

2. PELAKSANAAN

a. Membuka pelajaran

Cara memancing siswa untuk bertanya

b. Kegiatan Inti

-

c. Penutup

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3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

-

b. Penilaian Sikap

Sikap yang dinilai terlalu banyak

c. Penilaian Keterampilan

Tidak tersedianya sarana labolatorium yang memadai jadi sulit untuk melakukan penilaian

Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

- Belum sekolah nya guru mendapatkan pelatihan K'13

b. Pembuatan RPP

- RPP dlm K'13 lumayan Ribet

2. PELAKSANAAN

a. Membuka pelajaran

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b. Kegiatan Inti

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c. Penutup

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3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

Sesuai penilaian dalam K'13 terbaru
yaitu ..., perlu ... disesuaikan

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b. Penilaian Sikap

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c. Penilaian Keterampilan

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Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

Masih kurang

b. Pembuatan RPP

menulis eksplorasi

2. PELAKSANAAN

a. Membuka pelajaran

Kalau pelajaran matematika masih tidak paham

b. Kegiatan Inti

waktu kurang

c. Penutup

waktu kering tidak cukup.

3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

—

b. Penilaian Sikap

skala mohon membingungkan

c. Penilaian Keterampilan

—

Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	(4)	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	(4)	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	(4)	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

- Masih banyak guru kimia di Sleman yang belum mengikuti diklat kurikulum 2013.

b. Pembuatan RPP

- RPP lebih banyak, sehingga menghabiskan banyak kertas untuk mencetaknya.

2. PELAKSANAAN

a. Membuka pelajaran

tidak ada masalah

b. Kegiatan Inti

Menuntut Peserta didik lebih aktif sebagai student center.

c. Penutup

—

3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

Terlalu banyak penelaian yang harus digunakan.

b. Penilaian Sikap

Sikap adalah hal yang sangat sulit dinilai.

c. Penilaian Keterampilan

Sulit menilai keterampilan peserta didik pada saat melakukan praktikum secara masing-masing. Hal ini dikarenakan jumlah peserta didik terlalu banyak, sehingga guru kurang detail melihat masing-masing peserta didik.

Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

68	Kemampuan Bapak/Ibu menilai keterampilan peserta didik melalui tes proyek	5	4	3	2	1	
69	Kemampuan Bapak/Ibu melakukan penilaian produk	5	4	3	2	1	
70	Kemampuan Bapak/Ibu melakukan penialaian portofolio	5	4	3	2	1	

C. KENDALA-KENDALA YANG DIHADAPI DALAM PENERAPAN KURIKULUM 2013 DITINJAU DARI :

1. PERSIAPAN

a. Pengarahan Kurikulum 2013 oleh instruktur nasional maupun dari sekolah

.....Jelas sebagian.....

b. Pembuatan RPP

- Kesulitan dlm pembuatan instrumen penilaian terutama sikap & keterampilan
- kesulitan dlm merumuskan indikator RPP yang disesuaikan dg kemampuan peserta didik
- Kesulitan dlm merumuskan tujuan pembelajaran dg aspek pembelajaran yg dimuat
- kesulitan menggunakan model pembelajaran yg sesuai dg tujuan pembelajaran dan karakteristik materinya.

2. PELAKSANAAN

a. Membuka pelajaran

- Terkadang mahasiswa kesulitan menyampaikan materi dikaitkan dg manfaat dlm kehidupan sehari-hari.

b. Kegiatan Inti

- Terkadang mahasiswa kesulitan mengaitkan materi dg pengetahuan lain yg relevan / kehidupan nyata.
- Penyampaian materi kadang runtut, karena siswa minta untuk diulang 2 beberapa kali agar lebih paham
- Terkadang waktu yg tersedia di kalender pendidikan masih kurang, shg ada materi yg disampaikan secara garis besarnya saja.

c. Penutup

- Kesulitan mengetahui daya serap masing-masing peserta didik

3. PENILAIAN/EVALUASI

a. Penilaian Kognitif

- Hasil kesulitan dalam menentukan waktu untuk program pengayaan / remidial.

.....

.....

.....

b. Penilaian Sikap

maing-maing peserta didik

- Mrk sulit dlm menilai sikap terutama dlm membuat instrumen penilaiannya.

c. Penilaian Keterampilan

maing?

- Mrk sulit menilai keterampilan peserta didik yg tepat melalui tes praktik terutama instrumen penilaiannya

Terima kasih atas kerjasama Bapak/Ibu guru dalam pengisian instrumen ini. Data yang Bapak/Ibu berikan sangat bermanfaat bagi kelancaran penelitian yang kami lakukan. Semoga bantuan yang telah Bapak/Ibu berikan mendapatkan balasan dari Tuhan Yang Maha Esa. Amin.

Peneliti

APPENDIX 9

Letter of Research Allowance

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS MATEMATIKA DAN ILMU PENGETAHUAN ALAM
Karangmalang Yogyakarta 55281 Telp. 0274-586168 Psw 217, 0274-565411(TU),0274-550227(Dekan),
Fax. 0274-548203. Website: http://fmipa.uny.ac.id, Email : humas_fmipa@uny.ac.id

Nomor :0209/UN.34.13/PG/2015
Lamp :
Hal : Permohonan ijin penelitian

Kepada Yth. BUPATI SLEMAN
Cq. Kepala Kantor Kesatuan Bangsa
di Kabupaten Sleman

Dengan hormat,
Mohon dapat diijinkan bagi mahasiswa kami :

Nama	: NIRA LISTYAWATI
NIM	: 11314244010
Prodi	: Pendidikan Kimia
Fakultas	: MIPA Universitas Negeri Yogyakarta

Untuk melakukan kegiatan penelitian di Kabupaten Sleman guna memperoleh data yang diperlukan sehubungan dengan penyusunan Tugas Akhir Skripsi dengan judul 'SURVEY TINGKAT KETERLAKSANAAN PEMBELAJARAN KIMIA BERDASARKAN KURIKULUM 2013 DI SMA/MA SE-KABUPATEN SLEMAN DAERAH ISTIMEWA YOGYAKARTA'.

Atas perhatian dan kerjasamanya diucapkan terima kasih.

Yogyakarta, 20 Januari 2015
Wakil Dekan I,

Dr. SUYANTA
NIP. 19660508 199203 1 002

Tembusan Yth.:
1. Ketua MGMP Sleman
2. Ketua Jurusan Pendidikan Kimia
3. Peneliti ybs.
4. Arsip.

PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 294 / 2015

TENTANG
PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata, Dan Izin Praktik Kerja Lapangan.

Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
Nomor : 070/Kesbang/291/2015 Tanggal : 23 Januari 2015
Hal : Rekomendasi Penelitian

MENGIZINKAN :

Kepada	:
Nama	: NIRA LISTYAWATI
No.Mhs/NIM/NIP/NIK	: 11314244010
Program/Tingkat	: S1
Instansi/Perguruan Tinggi	: Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi	: Karangmalang Yogyakarta
Alamat Rumah	: Salam Wukirsari Cangkringan Sleman
No. Telp / HP	: 08562558466
Untuk	: Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul **SURVEY TINGKAT KETERLAKSANAAN PEMBELAJARAN KIMIA BERDASARKAN KURIKULUM 2013 DI SMA/MA SE-KABUPATEN SLEMAN**
Lokasi	: SMA/MA Se-Kabupaten Sleman
Waktu	: Selama 3 Bulan mulai tanggal 23 Januari 2015 s/d 23 April 2015

Dengan ketentuan sebagai berikut :

1. *Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman
Pada Tanggal : 23 Januari 2015
a.n. Kepala Badan Perencanaan Pembangunan Daerah
Sekretaris
u.b.
Kepala Bidang Statistik, Penelitian, dan Perencanaan

PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

ERNY MARYATUN, S.IP, MT
Pembina, IV/a
NIP 19720411 199603 2 003

Tembusan :
1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial & Pemerintahan Bappeda Kab. Sleman
4. Camat se-Kab. Sleman
5. Ka. SMA/MA Se-Kabupaten Sleman
6. Dekan FMIPA UNY Yk.
7. Yang Bersangkutan